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ABSTRACT

Profiles of 13 private four-year colleges and three two-year colleges in Alabama are presented as part of an annual report of the Alabama Commission on Higher Education to the Governor and Legislature. The profiles are divided into three main sections: mission, role, and scope. The sections on mission were written by the institutions and were left largely as submitted. Information on the role of each institution was taken from various data sources, which are identified. The information on scope is limited to the inventory of academic and teacher certification programs as of June 1984. For each institution, information is provided on: location, mission, history, governance, organization and administration, academic resources (faculty and library), academic facilities, financial support, types and numbers of degrees/certificates awarded, undergraduate and graduate enrollments and the distribution by sex and race, freshman admission requirements, graduate student admission requirements, and research and service. Information on academic programs of each university includes the program title, degrees offered, and the accrediting or approving agency. Appended are statistical tables that summarize the information from the profiles, including data on faculty, revenues, degrees, rankings by field of study and level, and enrollments and characteristics of undergraduate and graduate students. (SW)

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Institutional Profiles 1985
Private Colleges

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INSTITUTIONAL PROFILES
Private Colleges

March 1985

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PREFACE

In 1979 the Legislature designated the Alabama Commission on Higher Education as the "... statewide long-range planning agency for postsecondary education." This responsibility was highlighted and reinforced by the Third Quadrennial Evaluation Committee in April 1983 which recommended that "the Commission ... move with dispatch to complete the development of a statewide long-range plan for higher education."

In response to these mandates, the Alabama Commission on Higher Education, on July 9, 1983, adopted a resolution which marked the beginning of a statewide strategic planning process for higher education. The resolution committed the Commission to publication of an annual report to the Governor and to the Legislature on "Plans and Recommendations for Higher Education." One important element of this report was descriptive profiles of each institution of postsecondary education which would include information about the institutions's mission, role and scope.

This publication is the first edition of the Profiles of private institutions, developed through work with a Planning Liaison Group composed of representatives of all institutions. Other volumes contain the Profiles of public senior institutions and public two-year institutions.

While the private institutions of Alabama are not legally under the purview of the Alabama Commission on Higher

Education, this voluntary participation in the planning process is greatly appreciated. No assessment of the higher education system in the state would be complete without taking into account the significant contribution of the private institutions.

The Profiles are divided into three major sections: mission, role, and scope (see Appendix B for a definition of these and other terms used in the Profiles). The sections on mission were written by the institutions and were left largely as submitted. Information on the role of each institution was taken from various data sources (see Appendix C). One problem recognized early in the Profile process was that no single year could be used for all data because of the infrequency of several of the data sources. However, the staff used the most recent information available at the time the process was begun. Even though some of the data is now several years old, it is unlikely that there have been major changes in any areas. The inventory of programs of instruction, research, and service offered by an institution is generally considered the scope. However, in this publication, scope is limited to the inventory of academic and teacher certification programs as of June 1984 (see Appendix D for a legend of abbreviations used in the academic program inventory).

PRIVATE INSTITUTIONAL PROFILES

FOUR-YEAR INSTITUTIONS

ALABAMA CHRISTIAN COLLEGE

LOCATION

Alabama Christian College (ACC) is located in Montgomery, Alabama, a city of approximately 178,000 population in the central part of the State. The campus occupies a total of 92 acres.

MISSION

Alabama Christian College is a multi-campus, coeducational private institution that offers baccalaureate, associate and certification programs.

Its main purpose is to graduate educated students more interested in what an education enables them to be than what it enables them to do. As such, Alabama Christian College places the value of a cultural Christian education above professional skills. Alabama Christian College shares with the home and the church the overall goal of assisting Christian men and women to function responsibly and effectively in society for the advancement of Christian principles and for the good of society.

A second purpose of Alabama Christian College is to prepare a student professionally for certain duties in life. Various degree programs are offered that are designed to enable graduates to work and earn a living with emphasis upon the baccalaureate degree programs. These programs lead also to study at advanced levels of education, including graduate study.

A third purpose of Alabama Christian College is to teach the elementary and advanced aspects of biblical knowledge and doctrine. This purpose is achieved largely by the Bible faculty but is also a responsibility of all teaching divisions and departments of the College. The religion program has the special task of teaching the basic elements of Christianity necessary for the integration of Christian principles to students not knowledgeable in the Christian faith. This program is designed to foster a Christian liberal arts education and an integration of biblical knowledge with the arts and sciences.

Thus, the programs at Alabama Christian College enable students to secure a well-rounded education which integrates the Christian faith with the facts of the world.

HISTORY

Alabama Christian College, with the main campus in Montgomery, and extensions in Mobile, Birmingham, Huntsville, and Florence, received its original charter on June 5, 1942, as the Montgomery Bible School.

On September 14, 1942, the School opened for classes with a total of 23 students in grades nine through twelve and the first year of College. The physical plant consisted of one two-story frame building located on a 26-acre campus in downtown Montgomery.

In 1948, the College became a member of the Association of Alabama Colleges. On April 13, 1953, the original charter was amended to change the name from Montgomery Bible School to Alabama Christian College.

The School began offering a B.A. in Bible and a B.S. in Religious Education in 1952, but these programs were discontinued in 1967. From 1954-1959, a bachelor's degree in business administration was offered; however, in 1959, the institution reduced the offerings in this field to a two-year program leading to the associate degree.

In 1964, the College relocated to its present site on the Atlanta Highway in Montgomery.

On December 1, 1971, the College was fully accredited by the Southern Association for Colleges and Schools as a junior college. This accreditation was re-affirmed in December 1975.

In the Spring of 1975, the Division of Extended Services of Alabama Christian College was authorized to offer an Associate of Science Degree in Business Administration. The program was initiated on the main campus in Montgomery and in Extended Study Centers in Birmingham, Huntsville, Sheffield, and Mobile. In 1977, the programs offered on-campus as well as off-campus by the Division of Extended Services came under the accreditation of the main campus. The Sheffield Center was moved to Florence in 1981.

In 1978, the Board of Directors of Alabama Christian College approved the application to the Southern Association of Colleges and Schools for senior college status.

The Montgomery campus is currently in the process of transition to a four-year college offering bachelor's degrees in several areas. The first junior class entered in September 1981 and the first senior class entered in September 1982.

GOVERNANCE

Alabama Christian College is governed by a 30-member Board of Trustees. Trustees are members in good standing of churches of Christ and serve for life providing they continue to be physically, mentally, and spiritually active and faithful members of the churches of Christ. New members to the Board of Trustees are added by a two-thirds majority vote of the existing Board at the time of election. The name of the proposed Board member must be before the Board favorably for a six-month period prior to final confirmation for Board membership.

ORGANIZATION AND ADMINISTRATION

The President is the chief executive officer of Alabama Christian College. Reporting to the President are Vice Presidents for Academic Affairs, Business Affairs, Campus Affairs, and Development, and the Administrative Cabinet. Reporting to the Vice President for Academic Affairs are the Academic Dean who is responsible for academic matters on the Montgomery campus and four Provosts responsible for the operation of their respective campuses located in Birmingham, Florence, Huntsville, and Mobile.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, ACC had a total of 43 full-time and 51 part-time faculty members. Of the total full-time faculty, 71 percent were male and 29 percent female. Racial composition of the full-time faculty was 95 percent white and 5 percent black. The full-time faculty, 38 percent of whom were tenured, held the following ranks: 50 percent instructors, 25 percent assistant professors, 19 percent professors, and 6 percent associate professors.

Faculty, Jones School of Law

The Jones School of Law had 34 law faculty members in Summer 1984, 3 percent of whom were full-time and 97 percent part-time. The full-time law faculty members, none of whom were tenured, held the following ranks: 3 percent assistant professors, 3 percent instructors, and 94 percent faculty of undesignated rank.

Library

The Gus Nichols Library and Learning Center houses a collection of approximately 31,550 volumes and subscribes to over 200 periodicals.

Facilities

In Fall 1982, the ACC plant consisted of approximately 0.8 million gross square feet, including 0.6 million net assignable square feet (NASF) of building floor area, of which 0.52 million NASF was nonresidential and 0.08 million NASF was residential space. Of the total assignable area, 85 percent was in satisfactory condition and 15 percent was restorable.

FINANCIAL SUPPORT

In 1981-82, ACC had total educational and general (E&G) revenues of $3.7 million (excluding auxiliary enterprises). Of the total $3.7 million, 5 percent came from federal grants and contracts, 28 percent from private gifts, grants and contracts, less than 1 percent from endowment income, and 64 percent from tuition and fees. Other revenue sources accounted for 2 percent of the total E&G revenues.

Total revenues from all sources (including $0.7 million from auxiliary enterprises) were $4.4 million. Of the total $4.4 million, 3 percent came from federal grants and contracts, 24 percent from private gifts, grants and contracts, 1 percent from endowment income, and 54 percent from tuition and fees. Other revenue sources accounted for 18 percent of total revenues.

ROLE

Instruction

Programs

ACC spent $1.1 million (excluding auxiliary enterprises) in 1981-82, of which 31 percent was designated for instruction.

Programs of instruction are offered at the certificate (sub-baccalaureate), associate, and bachelor's levels, and teacher certification programs are offered at the B level.

In 1981-82, ACC conferred 134 degrees, all of which were at the associate level. Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in three fields of study. The greatest percentages of associate degrees were awarded in arts and sciences (92%), health services and paramedical technologies (4%), and business and commerce technologies (4%).

Clientele*

Undergraduate:

In Fall 1982, 1,544 undergraduates (1,478 FTE) were enrolled at ACC, with 90 percent full-time students and 10 percent part-time. Approximately 71 percent of the FTE undergraduates were enrolled in off-campus courses. The undergraduate enrollment consisted of 50 percent female students and 50 percent male students, and approximately 90 percent of the undergraduates were between the ages of 18-24. Sixty-four percent of the entering freshmen in Fall 1981 were Alabama residents, with 32 percent from Montgomery and contiguous counties. No entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 47 percent white, 51 percent black and 2 percent other races. No data were available on the standardized test scores and/or high school GPA of entering freshmen. Seventy-two percent of ACC's undergraduate students were on financial aid, with 19 percent on outside scholarships and 6 percent on institutional academic scholarships.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Law:

In Summer 1984, 141 law students enrolled at Jones School of Law, all of whom were part-time, on-campus students. The law enrollment consisted of 68 percent male students and 32 percent female students, and 8 percent of the law students were between the ages of 18-24. Ninety-eight percent of the entering law students were Alabama residents, with 60 percent from Montgomery and contiguous counties. No entering law students were foreign residents. The racial composition of law students was 88 percent white and 12 percent black. No data were available on the average preprofessional undergraduate GPA of law students. None of Jones' School of Law students were on financial aid.

Admission Requirements (Freshmen)

Admission to baccalaureate programs is granted to qualified high school graduates who score 16 or above on the ACT. (The SAT may be substituted.) A qualified high school graduate is one who has completed a minimum of 15 units (three in English, nine in such academic courses as mathematics, science, social science, and foreign language, and the remaining three in other courses) with a 3.0 high school GPA.

Applicants who have not completed high school may be admitted on the basis of the GED. The minimum composite score acceptable is 45 and a minimum of 35 is required on the individual tests. Generally, those admitted on this basis will have been out of school for at least five years.

Admission to associate degree and certificate programs is granted to qualified high school graduates as defined above. While the ACT is not required of those entering associate degree and certificate programs, it is recommended. Those accepted without having taken the ACT will generally have been out of high school for five or more years.

Students who were originally admitted to only associate degree and certificate programs may be admitted to bachelor's degree programs by: 1) submitting an ACT score of 16 or more; 2) attaining a 2.0 GPA on a minimum of 14 semester hours; and 3) successfully completing an associate degree or certificate program. In Fall 1982, all of Alabama Christian's undergraduates were admitted unconditionally.

Admission Requirements (First Professional)

Law:

Admission to Jones School of Law is based on a formula which includes a bachelor's degree from an accredited college with satisfactory grades and a satisfactory score on the Law School Admission Test.

Research and Service

In 1981-82, Alabama Christian College reported no expenditures in research and public service.

Alabama Christian College is primarily a teaching institution with emphasis on character development and quality instruction. As such, its mission and purpose do not presently include research and public service.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Alabama Christian College. Note that separate academic program inventories are included for branch campuses at Birmingham, Florence, Huntsville, and Mobile.

ALABAMA CHRISTIAN

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0201 ACCOUNTING	B.S.	
06.0401 BUSINESS ADMINISTRATION	A.S.B.A. B.S.	
06.0702 RECREATION MANAGEMENT	B.S.	
07. BUSINESS AND OFFICE		
07.0606 SECRETARIAL	C. A.S.	
13. EDUCATION		
13.1202 ELEMENTARY EDUCATION	B.S.	
13.1300 TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.S.	
17. ALLIED HEALTH		
17.9999 ALLIED HEALTH TECHNOLOGIES-RTI LINKAGE	A.A.S.	
24. LIBERAL/GENERAL STUDIES		
24.0101 GENERAL STUDIES	A.A. B.A. B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
30. MULTI/INTERDISCIPLINARY STUDIES		
30.0401 HUMANITIES	B.A.	
39. THEOLOGY		
39.0201 BIBLE	B.A.	
40. PHYSICAL SCIENCES		
40.0101 PHYSICAL & NATURAL SCIENCES	B.S.	
45. SOCIAL SCIENCES		
45.0101 SOCIAL SCIENCES	B.A. B.S.	

TOTAL NUMBER OF PROGRAMS:

1	CERTIFICATE
4	ASSOCIATE
10	BACHELORS
0	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

ALABAMA CHRISTIAN - BIRMINGHAM

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0401 BUSINESS ADMINISTRATION	A.S.B.A.	
07. BUSINESS AND OFFICE		
07.0606 SECRETARIAL	C. A.S.B.A.	
17. ALLIED HEALTH		
17.9999 ALLIED HEALTH TECHNOLOGIES	A.A.S.	
24. LIBERAL/GENERAL STUDIES		
24.0101 GENERAL STUDIES	A.A.	
39. THEOLOGY		
39.0201 BIBLE	A.A.	

TOTAL NUMBER OF PROGRAMS:

1	CERTIFICATE
5	ASSOCIATE
0	BACHELORS
0	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

ALABAMA CHRISTIAN - FLORENCE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE		DEGREES OFFERED	ACCRED/ LEVEL
06.	BUSINESS AND MANAGEMENT		
06.0401	BUSINESS ADMINISTRATION	A.S.B.A.	
07.	BUSINESS AND OFFICE		
07.0606	SECRETARIAL	C. A.S.B.A.	
24.	LIBERAL/GENERAL STUDIES		
24.0101	GENERAL STUDIES	A.A.	

TOTAL NUMBER OF PROGRAMS:

1	CERTIFICATE
3	ASSOCIATE
0	BACHELORS
0	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

ALABAMA CHRISTIAN - HUNTSVILLE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0401 BUSINESS ADMINISTRATION	A.S.B.A.	
07. BUSINESS AND OFFICE		
07.0606 SECRETARIAL	C. A.S.B.A.	
24. LIBERAL/GENERAL STUDIES		
24.0101 GENERAL STUDIES	A.A.	

TOTAL NUMBER OF PROGRAMS:

1	CERTIFICATE
3	ASSOCIATE
0	BACHELORS
0	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

ALABAMA CHRISTIAN - MOBILE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0401 BUSINESS ADMINISTRATION	A.S.B.A.	
07. BUSINESS AND OFFICE		
07.0606 SECRETARIAL	C. A.S.B.A.	
15. ENGINEERING AND ENGR-RELATED TECHNOLOGIES		
15.0402 COMPUTER SERVICING TECH.	A.A.S.	
24. LIBERAL/GENERAL STUDIES		
24.0101 GENERAL STUDIES	A.A.	
48. PRECISION PRODUCTION		
48.0101 DRAFTING	A.A.S.	

TOTAL NUMBER OF PROGRAMS:

1 CERTIFICATE
5 ASSOCIATE
0 BACHELORS
0 MASTERS
0 EDUCATION SPECIALIST
0 FIRST PROFESSIONAL
0 DOCTORS

ALABAMA CHRISTIAN COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

		N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6	ON 7-12	STRENGTHENED SUBJECT MATTER OPTION	
CODE	PROGRAM	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
X2	ELEMENTARY EDUCATION				B															
06	ENGLISH										B									
15	MATHEMATICS										B									
28	BIOLOGY										B									
40	HISTORY										B									
86	PHYSICAL EDUCATION										B			B						
	TOTALS - ACTIVE PROGRAMS ONLY				1						5			1						

BIRMINGHAM-SOUTHERN COLLEGE

LOCATION

Birmingham-Southern College (BSC) is located in Birmingham, Alabama, a city of approximately 284,000 population in the north-central part of the State. The Birmingham-Southern campus consists of a total of 185 acres.

MISSION

The most significant statement Birmingham-Southern College can make concerning its mission is to say that it is a liberal arts college. Its community is one in which individuals come together in an atmosphere of good will and intellectual curiosity traditional to a liberal arts education and remain open to innovation that will complement this education. Birmingham-Southern College intends that all members of its educational community--students, faculty, staff, administrators, alumni, and trustees--participate in an educational endeavor of mutual enrichment that will enable the College to grow and develop its full potential and in so doing to serve better the greater community.

Birmingham-Southern College's purpose is to offer a liberal arts education of traditional breadth and distinctive quality, one that challenges students to think independently and communicate clearly, to develop an ability for critical and aesthetic examination of the arts and sciences, to be committed to an intellectual and social responsibility. The College wants students to develop the skills necessary to understand and make choices in an increasingly technological and changing society. BSC wants to instill in students a desire for their continuing self-education and to encourage them to develop values and ethics that will lead to productive, fulfilled lives. The College is committed to helping students achieve competence in at least one field of knowledge in the context of a broad liberal education.

Operating under the auspices of the Alabama-West Florida and the North Alabama Conferences of the United Methodist Church, Birmingham-Southern College recognizes its responsibility to provide a campus atmosphere conducive to moral and spiritual development. Mindful of the ecumenical spirit of Methodism, the College does not impose denominational, national, racial, or ethnic restrictions on its students, faculty, or staff. The most responsibile service BSC can give to the church is to perform with distinction its educational function as a liberal arts college.

HISTORY

Birmingham-Southern College is the result of a merger of Southern University, founded in Greensboro in 1856, with Birmingham College, opened in 1868 in Birmingham. These two institutions were consolidated on May 30, 1918, under the name of Birmingham-Southern College.

In 1824, the General Conference of the Methodist Episcopal Church recommended that each Conference establish a seminary of learning under its regulation and patronage. Not until 1854 did the Alabama Conference undertake to carry out this recommendation of the superior body. In that year, a committee was appointed to select a site for the proposed college and to procure funds for its establishment and maintenance. The charter was granted by the state of Alabama on January 25, 1856, and the first meeting of the Board of Trustees was held on March 17, 1856.

The institution was opened with an enrollment of 50 students in October 1859; however during the Civil War, Southern University was practically destroyed. After the State was divided into two Methodist Conferences, the North Alabama Conference in 1883 joined with the Alabama Conference in the support of Southern University.

At the session of the North Alabama Conference held at Tuscaloosa in November 1896, work was begun toward establishing a college within the bounds of this Conference. In the Fall of 1897, the foundation for the first building was laid in Birmingham. In April 1898, a president was elected and a faculty was chosen and organized. The Conference then surrendered its interest in Southern University and, in September 1898, the North Alabama Conference College (later named Birmingham College) opened its doors to students.

For 20 years the two colleges were maintained by the Methodists of Alabama. Finally, on May 30, 1918, through their appointed commissioners, the two Conferences consolidated these institutions under the name of Birmingham-Southern College, and the new institution opened its doors in Birmingham on September 11, 1918.

The program of the College has always centered on the liberal arts. Following a decline in enrollment during the early 1970s, the College experienced regrowth to its present size.

In 1982, a graduate program in public and private management was begun. Patterned after similar programs at Duke and Yale, the graduate program has a liberal arts focus in addition to management courses.

GOVERNANCE

Birmingham-Southern College is governed by a Board of Trustees which consists of 36 elected members and 20 life members. Trustees serve three-year terms. Nominations for trustees are reveiwed by the nominating committee which includes representatives of the Board of Trustees, the faculty, the staff, and the President of the College.

The Nominating Committee then selects names for presentation to the North Alabama and Alabama-West Florida Conferences of the United Methodist Church who actually elect the trustees.

ORGANIZATION AND ADMINISTRATION

Reporting to the President, who is responsible to the Board of Trustees for overall administration of the College, are the Vice President for Academic Affairs and Dean of the College, the Vice President for Financial Affairs, the Vice President for Admissions Services, the Vice President for Development, the Director of Church Relations, the Assistant to the President and Legal Counsel for the College, the Dean of Students, the Assistant to the President for Church Relations, and the Chaplain. Academic Affairs includes nine Divisions: Library, Humanities, Math/Science, Behavioral Science, Nursing, Fine and Performing Arts, Education, Business/Economics, and Adult Studies. The Director of Graduate Studies, the Coordinator of the Contract Learning Center, and the Director of Interim Term also report to the Vice President for Academic Affairs.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1983*, BSC had a total of 91 full-time and 37 part-time faculty members. Of the total full-time faculty, 62 percent were male and 38 percent female. Racial composition of the full-time faculty was 98 percent white and 2 percent other. The full-time faculty, 52 percent of whom were tenured, held the following ranks: 39 percent assistant professors, 35 percent professors, 23 percent associate professors, and 3 percent instructors.

Library

The Charles Andrew Rush Learning Center houses the N.E. Miles Library which includes a collection of approximately 147,600 volumes, 13,700 volumes in microfilm, over 2,400 recordings and cassettes, 135,000 governmental publications, and subscribes to over 700 journals. Books and materials not available in the library may be obtained through interlibrary loan with other institutions and the Birmingham Public Library.

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*Faculty information for Fall 1981, consistent with the faculty data provided by most institutions, was not available. Therefore, Fall 1983 data were used.

Facilities

The BSC plant consists of approximately 0.7 million gross square feet, including 0.2 million square feet classified as residential and 0.5 million square feet classified non-residential.

Buildings on campus which are used for instructional and administrative purposes include: Hill Music Building, Phillips Science, Phillips Administration Building, Munger Hall, Meyer Planetarium, N.E. Miles Library, the Art Building, the Theater, and the gymnasium. The College is building a computer science-mathematics facility with a grant from the Olin Foundation. That building will be completed, furnished and in use by Fall 1985.

Yeilding Chapel, Snavely Student Center, Simpson Center and Battle Coliseum are primarily used by students and student groups for various activities. Sororities have parlors in Stockham Women's Building, while campus fraternities have built houses on Fraternity Row. There are seven dormitories on campus. In addition, married student housing is located on the west end of the campus.

FINANCIAL SUPPORT

In 1981-82, BSC had total educational and general (E&G) revenues of $9.3 million (excluding auxiliary enterprises). Of the total $9.3 million, 8 percent came from federal grants and contracts, 32 percent from private gifts, grants and contracts, 12 percent from endowment income, and 43 percent from tuition and fees. Other revenue sources accounted for 5 percent of the total E&G revenues.

Total revenues from all sources (including $1.5 million from auxiliary enterprises) were $10.8 million. Of the total $10.8 million, 7 percent came from federal grants and contracts, 28 percent from private gifts, grants and contracts, 10 percent from endowment income, and 37 percent from tuition and fees. Other revenue sources accounted for 18 percent of total revenues.

ROLE

Instruction

Programs

BSC spent $9.4 million (excluding auxiliary enterprises) in 1981-82, of which 36 percent was designated for instruction.

Programs of instruction are offered at the bachelor's and master's levels, and teacher certification programs are offered at the B level.

In 1981-82, BSC conferred 315 degrees of which 98 percent were at the baccalaureate level and 2 percent at the master's level. Using HEGIS hundred level categories for classification purposes, the baccalaureate degrees were conferred in 12 fields of study. The greatest percentages of baccalaureate degrees were conferred in business and management (32%), social sciences (12%), fine arts (10%), and biological sciences (10%). No master's degrees were awarded in 1981-82.

Clientele*

Undergraduate:

In Fall 1982, 1,531 undergraduates (1,410 FTE) were enrolled at BSC, with 88 percent full-time students and 12 percent part-time. Approximately 1 percent of the FTE undergraduates were enrolled in off-campus courses. The undergraduate enrollment consisted of 54 percent female students and 46 percent male students, and approximately 80 percent of the undergraduates were between the ages of 18-24. Over 81 percent of the entering freshmen in Fall 1981 were Alabama residents, with 50 percent from Jefferson and contiguous counties. Less than 1 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 84 percent white, 14 percent black, and 2 percent other races. The average ACT score for entering freshmen was 23, the average SAT score was 1060, and the average high school GPA was 3.2. Ninety-four percent of BSC's undergraduate students were on financial aid, with 1 percent on outside scholarships and 17 percent on institutional academic scholarships.

Graduate:

BSC enrolled 23 graduate students (22 FTE) in Fall 1982, with 86 percent full-time students and 14 percent part-time. All of the FTE graduate students were enrolled in on-campus courses. The graduate student enrollment consisted of 59 percent female students and 41 percent male students, and 52 percent of the graduate students were between the ages of 25-34. No data were available on the source of entering graduate students. The racial composition of graduate students in Fall 1982 was 91 percent white and 9 percent black. The average GMAT score of entering graduate students was 489, the average MAT score was 53, and the average undergraduate GPA was 2.9. None of BSC's graduate students were on financial aid.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

In 1981-82, BSC conferred 309 degrees, all of which were at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the baccalaureate degrees were conferred in 12 fields of study. The greatest percentages of baccalaureate degrees were conferred in business and management (32%), social sciences (12%), fine arts (10%), and biological sciences (10%). No master's degrees were awarded in 1981-82.

Clientele*

Undergraduate:

In Fall 1982, 1,531 undergraduates (1,410 FTE) were enrolled at BSC, with 88 percent full-time students and 12 percent part-time. Approximately 1 percent of the FTE undergraduates were enrolled in off-campus courses. The undergraduate enrollment consisted of 54 percent female students and 46 percent male students, and approximately 80 percent of the undergraduates were between the ages of 18-24. Over 81 percent of the entering freshmen in Fall 1981 were Alabama residents, with 50 percent from Jefferson and contiguous counties. Less than 1 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 84 percent white, 14 percent black, and 2 percent other races. The average ACT score for entering freshmen was 23, the average SAT score was 1060, and the average high school GPA was 3.2. Ninety-four percent of BSC's undergraduate students were on financial aid, with 1 percent on outside scholarships and 17 percent on institutional academic scholarships.

Graduate:

BSC enrolled 23 graduate students (22 FTE) in Fall 1982, with 86 percent full-time students and 14 percent part-time. All of the FTE graduate students were enrolled in on-campus courses. The graduate student enrollment consisted of 59 percent female students and 41 percent male students, and 52 percent of the graduate students were between the ages of 25-34. No data were available on the source of entering graduate students. The racial composition of graduate students in Fall 1982 was 91 percent white and 9 percent black. The average GMAT score of entering graduate students was 489, the average MAT score was 53, and the average undergraduate GPA was 2.9. None of BSC's graduate students were on financial aid.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Admission Requirements (Freshmen)

To be admitted to Birmingham-Southern College as an entering freshman, the applicant must have graduated from an accredited high school with an acceptable GPA in all academic subjects attempted and received credit for at least 15 (preferably 16) units, four of which must be in English. The other seven (preferably eight) academic units may be in any of the following fields: foreign languages, history; mathematics; natural sciences; and social sciences.

The applicant must also present acceptable scores on the SAT or ACT which meet the minimum requirements of the College and must submit a satisfactory recommendation from the high school. Also taken into consideration are the references (high school principals, guidance counselors, teachers, alumni of the College, minister, or other reputable citizens) that the applicant will be an honorable and responsible member of the College community.

Adults who did not graduate from high school may submit GED scores. They must also submit all other required credentials for beginning freshmen. In Fall 1982, all of Birmingham-Southern's undergraduate students were admitted unconditionally.

Admission Requirements (Graduate)

To be admitted to the Master of Arts in Public and Private Management, the student must hold a bachelor's degree from an accredited institution. In addition, applicants must present acceptable scores from either the GMAT, GRE or MAT, two letters of recommendation, a transcript from the undergraduate institution, and an essay on one of several topics. All applicants receive a personal interview with at least one member of the Graduate Council. Each applicant is considered individually. The admission decision is based on an analysis of all information provided by the applicant.

Research and Service

In 1981-82, BSC reported no research expenditures. However, during the last three years, the College has conducted a preliminary survey study of the post shore shorebird breeding habitat in Alabama. This project was funded by the U.S. Fish and Wildlife Service. The purpose of the study was to locate breeding populations of shore birds in Alabama and develop a censusing technique to assist in determining the level of this resource and shore bird habitat trends.

While Birmingham-Southern does not break out public service expenditures in its reporting, the College does conduct public service activities. The Monaghan Lectureship brings a nationally known economist to campus each year for lectures and discussions with members of the community as well as those affiliated with the College. The Writer's Conference which attracts participants from all over the

South is also sponsored by Birmingham-Southern. A number of other lectures and seminars are planned and carried out each year to which the public at large is invited.

Birmingham-Southern has also completed several public works projects which benefit the community. The College equipped a vacant lot as a mini-park, and continues to maintain it. Recently the City of Birmingham did a major renovation of Bush Boulevard. The College landscaped and planted the median of that portion of the project which adjoins the campus and provides the maintenance of the three-block long strip.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Birmingham-Southern College.

BIRMINGHAM SOUTHERN

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0101 BUSINESS AND MANAGEMENT	B.A. B.S.	
06.0201 ACCOUNTING	B.A. B.S.	
06.9999 BUSINESS AND MANAGEMENT, OTHER	M.P.P.M.	
11. COMPUTER AND INFORMATION SCIENCES		
11.0101 COMPUTER AND INFORMATION SCIENCES	B.A. B.S.	
13. EDUCATION		
13.1202 ELEMENTARY EDUCATION	B.A. B.S.	NCATE
13.1204 EARLY CHILDHOOD EDUCATION	B.A. B.S.	NCATE
13.1300 TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.A. B.S.	NCATE
13.1312 MUSIC EDUCATION	B.M.E.	NASM
13.1314 LEISURE AND RECREATIONAL ACTIVITIES	B.A. B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
13. EDUCATION (CONTINUED)		
13.9999 EDUCATION, OTHER	B.A. B.S.	NCATE
16. FOREIGN LANGUAGES		
16.0101 FOREIGN LANGUAGE, MULTIPLE EMPHASIS	B.A. B.S.	
16.0501 GERMAN	B.A. B.S.	
16.0601 GREEK	B.A. B.S.	
16.0901 FRENCH	B.A. B.S.	
16.0905 SPANISH	B.A. B.S.	
18. HEALTH SCIENCES		
18.1101 NURSING	B.S.N.	
23. LETTERS		
23.0101 ENGLISH	B.A. B.S.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.A. B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
27. MATHEMATICS		
27.0101 MATHEMATICS	B.A. B.S.	
27.0301 APPLIED MATHEMATICS	B.A. B.S.	
30. MULTI/INTERDISCIPLINARY STUDIES		
30.9999 MULTI-INTERDISCIPLINARY STUDIES	B.A. B.S.	
38. PHILOSOPHY AND RELIGION		
38.0101 PHILOSOPHY	B.A. B.S.	
38.0201 RELIGION	B.A. B.S.	
40. PHYSICAL SCIENCES		
40.0501 CHEMISTRY	B.A. B.S.	ACS
40.0801 PHYSICS	B.A. B.S.	
42. PSYCHOLOGY		
42.0101 PSYCHOLOGY	B.A. B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
45. SOCIAL SCIENCES		
45.0601 ECONOMICS	B.A. B.S.	
45.0801 HISTORY	B.A. B.S.	
45.1001 POLITICAL SCIENCE AND GOVERNMENT	B.A. B.S.	
45.1101 SOCIOLOGY	B.A. B.S.	
50. VISUAL AND PERFORMING ARTS		
50.0301 DANCE	B.A. B.S.	
50.0501 DRAMATIC ARTS	B.A. B.S.	
50.0701 FINE ARTS	B.A.	
50.0703 ART HISTORY AND APPRECIATION	B.A.	
50.0708 PAINTING	B.F.A.	
50.0709 SCULPTURE	B.F.A.	
50.0801 GRAPHIC ARTS TECHNOLOGY	B.F.A.	

(CONTINUED)

CIP/PROGRAM TITLE		DEGREES OFFERED	ACCRED/ LEVEL
50.	VISUAL AND PERFORMING ARTS (CONTINUED)		
50.0901	MUSIC	B.A. B.S.	NASM
50.0902	MUSIC HISTORY AND APPRECIATION	B.M.	NASM
50.0903	MUSIC PERFORMANCE	B.M.	NASM

TOTAL NUMBER OF PROGRAMS:

0	CERTIFICATE
0	ASSOCIATE
39	BACHELORS
1	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

BIRMINGHAM-SOUTHERN COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY		STRENGTHENED SUBJECT MATTER OPTION	
																	ON 1-6	ON 7-12		
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
H5	EARLY CHILDHOOD EDUCATION	B																		
X2	ELEMENTARY EDUCATION				B															
07	FRENCH										B									
08	GERMAN										B									
23	SPANISH										B									
06	ENGLISH										B									
15	MATHEMATICS										B									
	INNOVATIVE MATHEMATICS										B									
28	BIOLOGY										B									
29	CHEMISTRY										B									
43	ECONOMICS										B									
40	HISTORY										B									
41	POLITICAL SCIENCE										B									
X5	PSYCHOLOGY										B									
01	ART													B						

(CONTINUED)

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY		STRENGTHENED SUBJECT MATTER OPTION	
																	ON 1-6	ON 7-12		
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
A1	MUSIC, INSTRUMENTAL													B						
A0	MUSIC, VOCAL/CHORAL													B						
	TOTALS - ACTIVE PROGRAMS ONLY	1			1						12			3						

HUNTINGDON COLLEGE

LOCATION

Huntingdon College (HC) is located in Montgomery, Alabama, a city of approximately 178,000 population in the central part of the State. The campus occupies a total of 58 acres.

MISSION

Huntingdon College is a four-year liberal arts college related to the United Methodist Church. As a college, Huntingdon is concerned solely with providing education of superior quality for undergraduate students. As a liberal arts institution, its purpose is to develop graduates who will have the intellect, character, background, and individuality necessary for making significant contributions to human welfare in a complex and changing world. As a church-related college, it is committed to the provision of an environment and a program conducive to the development of a mature Christian philosophy of life. Its attitude and atmosphere are non-sectarian, however, and it welcomes faculty members and students of all faiths and denominations.

In fulfilling its purpose as a church-related liberal arts college, Huntingdon requires each student to complete courses in a basic curriculum and to explore in depth at least one field of knowledge. The basic courses enable the student to develop skills in reading and writing the English language; to understand the principles and methods of modern science; and to become acquainted with the religious, philosophical, historical, and literary heritage of western civilization in relation to other cultures. The major fields allow the student to gain some realization of the depth and scope of each field of learning by concentrating in one.

Huntingdon strives for excellence in its liberal arts program. Faculty members are selected with consideration both of their scholarly attainments and their interest in student development. Generally small classes foster close faculty-student relations, permit attention to the individual student and encourage interaction of ideas. Honors courses are offered for superior students. Through the cooperation of off-campus agencies and institutions, students may have direct and practical experience while learning. A full program of extracurricular activities encourages creative expression--artistic, literary, journalistic, musical, dramatic, religious, athletic. Also an effective system of self-government provides each student with an opportunity for the development of his potential for character and leadership.

Huntingdon offers programs which combine the liberal arts with preparation for various professions. These professions may be those for which a student can be sufficiently prepared in his undergraduate years as well as those which require further graduate and professional study. The study of the liberal arts affords the student a sufficiently broad and flexible background for pursuing such careers.

Recognizing its dependence on and responsibilities to the community, the College offers special educational programs and cultural events, and joins the community in promoting cultural developments.

HISTORY

Huntingdon College was founded in 1854 as Tuskegee Female College. After its chartering in 1854, the College in 1872 came under the auspices of the Alabama Conference of the Methodist Episcopal Church, South, and was renamed Alabama Conference Female College. The institution continued in Tuskegee until 1909, when it was moved to Montgomery, Alabama, with the name of Woman's College of Alabama. In 1935, the College was renamed to honor the memory of Selina, Countess of Huntingdon, one of the first women of influence in the Wesleyan Movement.

Today, the College is affiliated with the Birmingham Area of the United Methodist Church, serving both the North Alabama and Alabama-West Florida Conferences.

GOVERNANCE

Huntingdon College is governed by a 39-member Board of Trustees. Trustees serve three-year terms. The trustees are elected by the Alabama-West Florida and North Alabama Conferences of the United Methodist Church from nominations submitted by the Boards of Education of these conferences. Trustees who have served 24 years or reached age 72 are eligible for life membership upon election by the Board of Trustees.

ORGANIZATION AND ADMINISTRATION

The president is the chief executive officer of Huntingdon College and is responsible to the Board of Trustees for general administration. Reporting to the President are the Dean of the College, the Dean of Student Life, the Business Manager, the Director of Development, the Dean of Student Services and Financial Aid Director, and the Chaplain and Director of Church Relations. The College is organized into ten Departments: Behavioral Sciences; Biology; Business and Economics; Chemistry and Physics; Education; History and Political Science; Languages and Literature; Mathematical and Computer Sciences; Religion and Philosophy; and Visual and Performing Arts. Each Department Head reports to the Dean of the College.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, HC had a total of 43 full-time and 17 part-time faculty members. Of the total full-time faculty, 76 percent were male and 24 percent female. All full-time faculty members were white. The full-time faculty, 44 percent of whom were tenured, held the following ranks: 33 percent professors, 33 percent assistant professors, 18 percent associate professors, and 16 percent instructors.

Library

The Houghton Memorial Library houses a collection of approximately 95,000 volumes and subscribes to over 380 periodicals.

Facilities

In Fall 1982, the HC plant consisted of approximately 0.37 million gross square feet, including 0.29 million net assignable square feet (NASF) of building floor area, of which 0.14 million NASF was non-residential and 0.15 million NASF was residential space. Of the total assignable area, 85 percent was in satisfactory condition and 15 percent was restorable.

FINANCIAL SUPPORT

In 1981-82, HC had total educational and general (E&G) revenues of $2.7 million (excluding auxiliary enterprises). Of the total $2.7 million, 12 percent came from federal grants and contracts, 24 percent from private gifts, grants and contracts, 11 percent from endowment income, and 49 percent from tuition and fees. Other revenue sources accounted for 4 percent of the total E&G revenues.

Total revenues from all sources (including $0.8 million from auxiliary enterprises) were $3.5 million. Of the total $3.5 million, 9 percent came from federal grants and contracts, 19 percent from private gifts, grants and contracts, 9 percent from endowment income, and 37 percent from tuition and fees. Other revenue sources accounted for 26 percent of total revenues.

ROLE

Instruction

Programs

HC spent $3.2 million (excluding auxiliary enterprises) in 1981-82, of which 36 percent was designated for instruction.

Programs of instruction are offered at the associate and bachelor's levels, and teacher certification programs are offered at the B level.

In 1981-82, HC conferred 116 degrees of which 1 percent were at the associate level and 99 percent at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in 1 field of study and baccalaureate degrees in 14 fields of study. All associate degrees were awarded in arts and sciences. The greatest percentages of baccalaureate degrees were conferred in business and management (23%), education (15%), and social sciences (12%).

Clientele*

Undergraduate:

In Fall 1982, 721 undergraduates (616 FTE) were enrolled at HC, with 75 percent full-time students and 25 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 61 percent female students and 39 percent male students, and approximately 72 percent of the undergraduates were between the ages of 18-24. Seventy-seven percent of the entering freshmen in Fall 1981 were Alabama residents, with 47 percent from Montgomery and contiguous counties. Approximately 1 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 90 percent white, 8 percent black, and 2 percent other races. The average ACT score for entering freshmen was 21.6, and the average high school GPA was 3.1. Eighty-nine percent of HC's undergraduate students were on on financial aid, with 76 percent on outside scholarships and 23 percent on institutional academic scholarships.

Admission Requirements (Freshmen)

Admission to Huntingdon College is normally granted to qualified high school graduates or to persons who perform well on the GED examination. While there is no rigid formula for determining admissibility, students accepted for admission to Huntingdon usually have completed a college preparatory program with above average achievement. For students entering college following graduation from high school, a good preparation for study at Huntingdon would include four units of English, three of mathematics, two of science, two of social studies, and two of humanities. However, promising students who have not completed such a college preparatory program will be given careful consideration. Freshmen students are also required to submit ACT or SAT scores. In Fall 1982, 12 percent of Huntingdon College's students were admitted conditionally.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Research and Service

In 1981-82, Huntingdon College reported no expenditures in research and public service.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Huntingdon College.

HUNTINGDON COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE		DEGREES OFFERED	ACCRED/ LEVEL
06.	BUSINESS AND MANAGEMENT		
06.0201	ACCOUNTING	B.A.	
06.0301	BANKING AND FINANCE	B.A.	
06.0401	BUSINESS ADMINISTRATION AND MANAGEMENT	A. B.A.	
06.0501	BUSINESS ECONOMICS	B.A.	
06.1399	MANAGEMENT SCIENCE	B.A.	
06.1401	MARKETING MANAGEMENT	B.A.	
11.	COMPUTER AND INFORMATION SCIENCES		
11.0101	COMPUTER AND INFORMATION SCIENCES	B.A.	
11.0201	COMPUTER PROGRAMMING	C. A.	
11.0401	INFORMATION SCIENCES AND SYSTEMS	B.A.	
13.	EDUCATION		
13.1001	SPECIAL EDUCATION	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
13. EDUCATION (CONTINUED)		
13.1202 ELEMENTARY EDUCATION	B.A.	
13.1203 JUNIOR HIGH EDUCATION	B.A.	
13.1204 PRE-ELEMENTARY EDUCATION	B.A.	
13.1300 TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.A.	
13.1314 SPORTS/PHYSICAL EDUCATION	B.A.	
14. ENGINEERING		
14.0101 ENGINEERING, GENERAL	B.A.	
17. ALLIED HEALTH		
17.9999 ALLIED HEALTH PROGRAMS-RTI LINKAGE	A.	
18. HEALTH SCIENCES		
18.1801 PRE-MEDICINE	B.A.	
18.9999 HEALTH SCIENCES	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
22. LAW		
22.0103 LEGAL ASSISTING	C. A.	
23. LETTERS		
23.0101 ENGLISH	B.A.	
23.9999 LETTERS	B.A.	
24. LIBERAL/GENERAL STUDIES		
24.0101 LIBERAL/GENERAL STUDIES	A. B.A.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.A.	
27. MATHEMATICS		
27.0101 MATHEMATICS	B.A.	
38. PHILOSOPHY AND RELIGION		
38.0201 RELIGION	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
38. PHILOSOPHY AND RELIGION (CONTINUED)		
38.9999 PHILOSOPHY AND RELIGION	B.A.	
39. THEOLOGY		
39.0401 RELIGIOUS EDUCATION	B.A	
39.0501 RELIGIOUS MUSIC	B.A.	
40. PHYSICAL SCIENCES		
40.0501 CHEMISTRY	B.A.	
42. PSYCHOLOGY		
42.0101 PSYCHOLOGY	B.A.	
44. PUBLIC AFFAIRS		
44.0701 SOCIAL WORK	B.A.	
45. SOCIAL SCIENCES		
45.0601 ECONOMICS	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
45. SOCIAL SCIENCES (CONTINUED)		
45.0801 HISTORY	B.A.	
50. VISUAL AND PERFORMING ARTS		
50.0799 FINE ARTS	B.A.	
50.0903 MUSIC PERFORMANCE	B.A.	NASM
50.0904 MUSIC THEORY AND COMPOSITION	B.A.	NASM

TOTAL NUMBER OF PROGRAMS:

2	CERTIFICATE
5	ASSOCIATE
34	BACHELORS
0	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

HUNTINGDON COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

																	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY		STRENGTHENED SUBJECT MATTER OPTION	
		N-3			1-6			4-8			7-12			N-12			ON 1-6	ON 7-12		
CODE	PROGRAM	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
H5	EARLY CHILDHOOD EDUCATION	B																		
X2	ELEMENTARY EDUCATION				B															
67	LANGUAGE ARTS							B			B									
06	ENGLISH							B			B									
15	MATHEMATICS							B			B									
28	BIOLOGY							B			B									
29	CHEMISTRY							B			B									
22	SOCIAL SCIENCE							B			B									
40	HISTORY							B			B									
X5	PSYCHOLOGY										B									
01	ART							B			B									
H9	HEALTH EDUCATION							B			B			B						
A1	MUSIC, INSTRUMENTAL										B									
A0	MUSIC, VOCAL/CHORAL													B						
B6	PHYSICAL EDUCATION							B			B			B						

(CONTINUED)

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6	ON 7-12	STRENGTH-ENED SUBJECT MATTER OPTION	
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
M4	SPEECH COMM/THEATRE							B			B									
INACTIVEM3	EMOTIONALLY CONFLICTED													B*						
X7	MENTALLY RETARDED													B						
	TOTALS - ACTIVE PROGRAMS ONLY	1			1			11			13			4						

INACTIVE BEFORE PROGRAM TITLE INDICATES THAT PROGRAM AT ALL CERTIFICATION LEVELS IS INACTIVE

ASTERISK AFTER CERTIFICATION LEVEL INDICATES INACTIVE CERTIFICATION LEVEL

JUDSON COLLEGE

LOCATION

Judson College (JC) is located in Marion, Alabama, a town of approximately 5,000 population in the west central part of the State. The Judson College campus consists of a total of 108 acres.

MISSION

Judson College is committed to an educational opportunity with Christian distinction. Spiritual growth and moral conduct are encouraged and not ridiculed. Students of all denominations attend chapel and participate in the Campus Ministries programs of service and missions. The College is owned and operated by the Alabama Baptist State Convention.

As Alabama's only college exclusively for women, Judson directs all its efforts and facilities toward providing the experiences and training women need to accept the challenges of life and carve out their chosen roles of leadership. Classroom presentations, cultural events, athletic activities and chapel programs are all designed to be relevant to the goals and ambitions of today's young women.

A century before feminism became a common term, Judson was championing the education of women. When few independent or public colleges would admit female students, Judson was equipping young women for vital roles of leadership.

Some of the nation's finest women have been educated at Judson. Graduates have excelled in the fields of medicine, law, the fine arts, education, and in building Christian homes. Judson women have also become doctors, writers, and scientists.

HISTORY

Judson College was founded in Marion, Alabama, in 1838 by members of Siloam Baptist Church and was given to the Alabama Baptist State Convention in 1843. It was named for Ann Hasseltine Judson, the first American woman to take the gospel of Christ to a foreign land. The historic school has always been closely associated with Baptist life and dedicated to woman's intellectual powers, social poise, physical health and spiritual maturity.

The College was founded in the antebellum era of the South and epitomized the finishing school concept; however, the day of this educational approach is past. While customs and curricula have changed with the times, the basic purpose of the School remains the same. It is still dedicated to helping young women develop intellectually, spiritually, physically and culturally.

In 1965, Judson introduced the optional three-year program enabling students in most major fields to complete college in two years and ten months. This has resulted in flexible schedules which each student may adjust to her own needs and plans.

GOVERNANCE

Judson College is governed by a 34-member Board of Trustees, each of whom serves a three-year term. The trustees are appointed by the Alabama Baptist State Convention.

ORGANIZATION AND ADMINISTRATION

Judson College is administered by the President who is responsible to the Board of Trustees. Reporting to the President are the Dean of the College; the Business Manager-Treasurer; the Director of Admissions and College Relations; the Dean of Students; and the Director of Development. The Coordinators for the Departments contained within the five Divisions--Education; Fine and Applied Arts; Humanities; Science; and Social Science--report to the Divisional Chairmen who are responsible to the Dean of the College. The Registrar, Librarian, and Adult Education Director also report to the Dean of the College.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, JC had a total of 26 full-time and 14 part-time faculty members. Of the total full-time faculty, 58 percent were male and 42 percent female. All full-time faculty members were white. The full-time faculty, 56 percent of whom were tenured, held the following ranks: 36 percent professors, 28 percent assistant professors, 20 percent associate professors, and 16 percent instructors.

Library

The Bowling Library houses a collection of approximately 57,800 volumes and subscribes to over 300 periodicals.

Facilities

The Judson College campus consists of 100 acres of land interspersed with trees, shrubs, a flower garden, and spacious lawns. There are 17 buildings located on the campus, and four of these buildings are dormitories.

FINANCIAL SUPPORT

In 1981-82, JC had total educational and general (E&G) revenues of $1.7 million (excluding auxiliary enterprises). Of the total $1.7 million, 10 percent came from federal grants and contracts, 41 percent from private gifts, grants and contracts, 6 percent from endowment income, and 39 percent from tuition and fees. Other revenue sources accounted for 4 percent of the total E&G revenues.

Total revenues from all sources (including $0.5 million from auxiliary enterprises) were $2.2 million. Of the total $2.2 million, 8 percent came from federal grants and contracts, 31 percent from private gifts, grants and contracts, 5 percent from endowment income, and 29 percent from tuition and fees. Other revenue sources accounted for 27 percent of total revenues.

ROLE

Instruction

Programs

JC spent $1.6 million (excluding auxiliary enterprises) in 1981-82, of which 32 percent was designated for instruction.

Programs of instruction are offered at the bachelor's level, and teacher certification programs are offered at the B level.

In 1981-82, JC conferred 74 degrees, all of which were at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the baccalaureate degrees were conferred in 11 fields of study. The greatest percentages of baccalaureate degrees were conferred in psychology (20%), education (19%), and social sciences (15%).

Clientele*

Undergraduate:

In Fall 1982, 375 undergraduates (298 FTE) were enrolled at JC, 69 percent full-time students and 31 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment was all female. No data were available on the age categories of the undergraduate student body. Eighty-eight percent of the entering freshmen in Fall 1981 were Alabama residents, with 12 percent from Perry and contiguous counties.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Approximately 1 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 95 percent white and 5 percent black. The average ACT score for entering freshmen was 17.9. No data were available on the average high school GPA. Sixty-eight percent of JC's undergraduate students were on financial aid, with 22 percent on outside scholarships and 13 percent on institutional academic scholarships.

Admission Requirements (Freshmen)

Freshmen are admitted to Judson College on the basis of: (1) academic promise, as shown by high school grades, rank in class, and standardized test scores; and (2) personal qualifications indicated by character references and extra-curricular activities. Graduation from secondary school with a minimum of fifteen units (or twelve units from a three-year senior high school) is the minimum requirement for admission. Graduates of unaccredited secondary schools may be admitted by successful performances on entrance examinations administered by the College. Twelve of the fifteen (or nine of the twelve) units must be in academic subjects, including four in English. Courses from the following subject areas will be counted toward the required number of academic units: English, social studies, science, mathematics, and foreign language. If foreign language is counted among the academic units, a minimum of two full units in the same language is required. Other subjects are acceptable as elective courses to bring the total to fifteen (or twelve units). ACT or SAT scores are required for admission. Exceptions must be approved by the Admissions Committee. In Fall 1982, 6 percent of Judson's undergraduate students were admitted conditionally.

Research and Service

In 1981-82, JC did not report any expenditures for research and public service; however, Judson College recognizes the importance of serving the needs of the community. Emphasis is placed on full-time or part-time education in day or evening programs, providing adults either standard college curricula, or courses leading toward technical, cultural, and leisure-time proficiency. Other contributions to the community's cultural life include: 1) making available nationally known symphony orchestras, concert-lectures, and, annually, the Messiah; 2) presenting a variety of theatrical productions, including theatre-in-the-round, children's theatre, and outside theatrical groups; 3) bringing professional art shows with outstanding artists who give gallery talks and explain works of art on display; 4) supplying ministers to local churches; 5) promoting a high school Sports Day, with sports tournaments organized by faculty and students, and officiated by the students; 6) offering a reading program for children of the area; 7) providing GED examinations for adults of the area; and 8) opening the Bowling Library for community use.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Judson College.

JUDSON COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
04. ARCHITECTURE AND ENVIRONMENTAL DESIGN		
04.0501 INTERIOR DESIGN	B.A. B.S.	
06. BUSINESS AND MANAGEMENT		
06.0401 BUSINESS ADMINISTRATION	B.S.	
08. MARKETING AND DISTRIBUTION		
08.0102 FASHION MERCHANDISING	B.A. B.S.	
11. COMPUTER AND INFORMATION SCIENCES		
11.0101 MANAGEMENT INFORMATION SYSTEMS	B.S.	
13. EDUCATION		
13.1202 ELEMENTARY EDUCATION	B.A. B.S.	
13.1300 TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.A. B.S.	
13.1312 MUSIC EDUCATION	B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
13. EDUCATION (CONTINUED)		
13.1314 HEALTH AND PHYSICAL EDUCATION	B.A. B.S.	
18. HEALTH SCIENCES		
18.1101 NURSING	B.S.	
19. HOME ECONOMICS		
19.0101 GENERAL HOME ECONOMICS	B.A.	
20. VOCATIONAL HOME ECONOMICS		
20.0103 CLOTHING AND TEXTILES	B.A. B.S.	
23. LETTERS		
23.0101 ENGLISH	B.A.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.A. B.S.	
27. MATHEMATICS		
27.0101 MATHEMATICS	B.A. B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
38. PHILOSOPHY AND RELIGION		
38.0201 RELIGIOUS STUDIES	B.A.	
40. PHYSICAL SCIENCES		
40.0501 CHEMISTRY	B.A. B.S.	
42. PSYCHOLOGY		
42.0101 PSYCHOLOGY	B.A. B.S.	
44. PUBLIC AFFAIRS		
44.0701 SOCIAL WORK	B.A. B.S.	
45. SOCIAL SCIENCES		
45.0801 HISTORY	B.A.	
45.1101 SOCIOLOGY	B.A. B.S.	
50. VISUAL AND PERFORMING ARTS		
50.0701 ART	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
50. VISUAL AND PERFORMING ARTS (CONTINUED)		
50.0903 MUSIC PERFORMANCE	B.A.	

TOTAL NUMBER OF PROGRAMS:

0	CERTIFICATE
0	ASSOCIATE
22	BACHELORS
0	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

JUDSON COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 7-12	STRENGTHENED SUBJECT MATTER OPTION	
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
X2	ELEMENTARY EDUCATION				B															
67	LANGUAGE ARTS										B									
06	ENGLISH										B									
15	MATHEMATICS										B									
21	SCIENCE, GENERAL										B									
28	BIOLOGY										B									
29	CHEMISTRY										B									
22	SOCIAL SCIENCE										B									
A0	MUSIC, VOCAL/CHORAL													B						
86	PHYSICAL EDUCATION													B						
	TOTALS - ACTIVE PROGRAMS ONLY				1						7			2						

MILES COLLEGE

LOCATION

Miles College (MC) is located in Fairfield, Alabama, six miles west of downtown Birmingham, which is a city of approximately 284,000 population in the north central part of the State. The Miles College campus consists of a total of 35 acres.

MISSION

Miles College is a small private, church-related, coeducational, historically black institution of higher education which offers baccalaureate degrees in the traditional liberal arts disciplines, education and business. The College also offers programs in continuing education. In keeping with its religious origin and liberal arts tradition, the College proposes to assist students in acquiring respect for the religious creeds in general and for the Christian ethic in particular, in fulfilling their human and intellectual potentials, and in developing skills in communication and scholarship necessary for productive lives in the American mainstream.

Miles maintains an open door admissions policy and thus enrolls students with a wide range of academic, cultural, and economic backgrounds. It designs, and frequently revises, instructional and support programs to meet the needs of a diverse student body, with special concentration on the intellectual problems of those whose scholastic, cultural, and personal development may have been inhibited by inadequate economic, social and educational opportunities. To further combat student deficiencies, the College attempts to provide a non-threatening learning environment in which all students are stimulated to analyze varied life situations and to make decisions based on logical critical and humanistic thought.

Having offered services and programs to the Birmingham-Jefferson County area for many years, Miles has recently expanded its historical focus on the urban community in which it is located to render services and programs in low-income and rurally isolated communities. These programmatic activities are designed to improve the economic, social, and political conditions of residents of these communities.

As an integral part of the community, Miles College is committed to providing various educational and human services to improve the quality of life of all those it touches directly or indirectly.

HISTORY

Miles College began in 1898 when the Colored Methodist Episcopal Church in Alabama decided to establish an educational institution. At that time, the State had two conferences--the Alabama Conference and the North Alabama Conference. Each Conference made an effort to build an institution and for some years each of these Conferences operated separate and distinct schools, one at Thomasville, established in 1898, and the other at Booker City (now Docena), established in 1902. The Thomasville High School served as a feeder for Miles College for several years after it was organized. The College is generally considered to have been a development from the high school of the C.M.E. Church. In a sense, however, it may be considered a merger of the schools at Thomasville and Booker City.

In the Spring of 1907, the Board of Trustees decided to expand the scope of the College's influence and work. Acting on this decision, the Board exchanged the site of Booker City for the present site. The work of the institution as a College was begun in the Fall of 1907. In 1908, the organization of the school was completed and it was chartered under the laws of the state of Alabama as Miles Memorial College, in honor of Bishop William H. Miles. In 1941, the Trustees voted to change the name of the College to "Miles College".

Miles College is an accredited member of the Southern Association of Colleges and Schools and was voted into membership in the United Negro College Fund in January 1972.

GOVERNANCE

Miles College is governed by a 25-member Board of Trustees. Trustees are elected at designated annual conferences in the state of Alabama of the Christian Methodist Church, the General Board of Education of the Christian Methodist Episcopal Church, and through election-at-large by current trustees and/or by represented organizations. The trustees are elected for four-year terms, but may be reelected.

ORGANIZATION AND ADMINISTRATION

The President is the chief executive officer of Miles College and reports directly to the Board of Trustees. Responsible to the President are the Vice President, the Business Manager, the Dean of Academic Affairs, the Director of Institutional Advancement, and the Dean of Students. Chairpersons of the five academic Divisions--Business and Economics; Education; Humanities; Natural Sciences; and Social and Behavioral Sciences--report to the Dean of Academic Affairs. In addition, the Coordinator of General Studies, the Director of the Learning Resources Center, the Registrar, the Director of Admissions, the Director of Special Programs, and the Director of Intercollegiate Athletics also report to the Dean of Academic Affairs.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, Miles College had a total of 65 full-time and 25 part-time faculty members. Of the total full-time faculty, 45 percent were male and 55 percent female. Racial composition of the full-time faculty was 14 percent white, 82 percent black, and 4 percent other races. The full-time faculty, 48 percent of whom were tenured, held the following ranks: 36 percent assistant professors, 32 percent instructors, 26 percent associate professors, and 6 percent professors.

Library

The C.A. Kirkendoll Learning Resource Center houses a collection of approximately 81,000 volumes and subscribes to over 900 periodicals.

Facilities

Facilities at Miles College include 23 buildings: two administration buildings, two dormitories, a student union building, four administrative homes, and a portable classroom complex. Parking lots, a football field and an outdoor intramural sports area are also located on the main campus. An off-campus site, two blocks to the west of the campus, consists of a physical education building, environmental services office, and a parking lot. All facilities are either in satisfactory condition or being renovated.

FINANCIAL SUPPORT

In 1981-82, MC had total education and general (E&G) revenues of $5.4 million (excluding auxiliary enterprises). Of the total $5.4 million, 45 percent came from federal grants and contracts, 18 percent from private gifts, grants and contracts, 1 percent from endowment income, and 33 percent from tuition and fees. Other revenue sources accounted for 3 percent of the total E&G revenues.

Total revenues from all sources (including $0.5 million from auxiliary enterprises) were $5.9 million. Of the total $5.9 million, 41 percent came from federal grants and contracts, 16 percent from private gifts, grants and contracts, 1 percent from endowment income, and 30 percent from tuition and fees. Other revenue sources accounted for 12 percent of total revenues.

ROLE

Instruction

Programs

MC spent $5.7 million (excluding auxiliary enterprises) in 1981-82, of which 25 percent was designated for instruction.

Programs of instruction are offered at the bachelor's level, and teacher certification programs are offered at the B level.

In 1981-82, MC conferred 121 degrees, all of which were at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the baccalaureate degrees were conferred in 10 fields of study. The greatest percentages of baccalaureate degrees were conferred in business and management (36%), social sciences (18%), and communications (12%).

Clientele*

Undergraduate:

In Fall 1982, 736 undergraduates (644 FTE) were enrolled at MC, with 81 percent full-time students and 19 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 53 percent male students and 47 percent female students. No data were available on the age categories of the undergraduate student body. Eighty-four percent of the entering freshmen in Fall 1981 were Alabama residents, with 70 percent from Jefferson and contiguous counties. Approximately 2 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 97 percent black and 3 percent other races. The average ACT score for entering freshmen was 8.6 and the average high school GPA was 2.4 Ninety-one percent of MC's undergraduate students were on financial aid, with 72 percent on outside scholarships and 4 percent on institutional academic scholarships.

Admission Requirements (Freshmen)

Miles College has an open door admission policy. The College welcomes applications from any eligible student of any age who has graduated from high school (or has a GED certificate), who has a record of good character, and who appears to have the ability and determination to succeed in college work. Applicants are required to take "placement tests" which assist in the selection of the appropriate curriculum for the student. An applicant for admission must present evidence of training, ability, and interest which indicates that he/she will do successful college work. The applicant's record of work in high schools and colleges previously attended are among the factors used as a basis for determining admission. The ACT test is required and administered by Miles College. However, students who have taken the test previously will not be required to take it again. In Fall 1982, no data were available on the percent of undergraduate students admitted conditionally.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Research and Service

In 1981-82, MC reported no direct research expenditures; however, MC did report $0.3 million in public service expenditures in 1981-82, all of which was designated for restricted public service activities. Public service expenditures represented 6 percent of the total funds (excluding auxiliary enterprises) expended by MC.

No data were available on major outcomes and accomplishments of public service during the last three years.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Miles College.

MILES COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE		DEGREES OFFERED	ACCRED/ LEVEL
06.	BUSINESS AND MANAGEMENT		
06.0401	BUSINESS ADMINISTRATION & MANAGEMENT	B.S.	
13.	EDUCATION		
13.1202	ELEMENTARY EDUCATION	B.S.	
13.1204	EARLY CHILDHOOD EDUCATION	B.S.	
13.1300	TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.S.	
23.	LETTERS		
23.0101	ENGLISH	B.A.	
26.	LIFE SCIENCES		
26.0101	BIOLOGY	B.A.	
27.	MATHEMATICS		
27.0101	MATHEMATICS	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
40. PHYSICAL SCIENCES		
40.0501 GENERAL CHEMISTRY	B.A.	
45. SOCIAL SCIENCES		
45.0101 SOCIAL SCIENCES	B.A.	
45.1001 POLITICAL SCIENCE AND GOVERNMENT	B.A.	
50. VISUAL AND PERFORMING ARTS		
50.0901 MUSIC	B.A.	

TOTAL NUMBER OF PROGRAMS:

0	CERTIFICATE
0	ASSOCIATE
11	BACHELORS
0	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

MILES COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 7-12	STRENGTHENED SUBJECT MATTER OPTION	
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
H5	EARLY CHILDHOOD EDUCATION	B																		
X2	ELEMENTARY EDUCATION				B															
67	LANGUAGE ARTS										B									
21	SCIENCE, GENERAL										B									
22	SOCIAL SCIENCE										B									
A0	MUSIC, VOCAL/CHORAL													B						
B6	PHYSICAL EDUCATION													B						
	TOTALS - ACTIVE PROGRAMS ONLY	1			1						3			2						

MOBILE COLLEGE

LOCATION

Mobile College (MC) is located in Mobile, Alabama, a city of approximately 200,000 on the Alabama Gulf Coast. The campus occupies a total of 700 acres.

MISSION

Mobile College, a co-educational four-year college of liberal arts and sciences, is an agency of the Alabama Baptist State Convention which elects its trustees and provides substantial financial support. The administration and faculty are dedicated to the advancement of higher education in a Christian environment which encourages students to find maximum understanding of the reality of God and the Christian way of life.

By motivation and precept, the College seeks to encourage a student through his pursuit of knowledge and truth to develop the practice of thinking critically and constructively; to develop physical and mental abilities for meeting successfully the complex demands of modern society; and to develop high ethical standards and mature spiritual insight. A program of liberal arts and professional studies is designed to prepare students for useful careers, for additional study, and for Christian leadership and maturity. The intent of the College is to produce academically qualified people who have a willingness and a desire to use their educational experiences for service to their fellowman. In the overall program, the College attempts to give positive meaning to the term "excellence". The College provides a diversity of academic, cultural, religious and social activities to support these goals.

HISTORY

Chartered in 1961, Mobile College was the first senior college to be established in the state of Alabama in the previous 57 years and is sponsored by the Alabama Baptist State Convention. Dr. William K. Weaver, Jr., was named President on April 1, 1961, and was its only president until his retirement, July 31, 1984. Dr. Michael Magnoli was named the second president effective August 1, 1984.

The original class of 181 students was admitted in 1963, with the first class graduating in 1967. The faculty originally consisted of 15 members. The College was accredited by the Southern Association of Colleges and Schools in 1968.

GOVERNANCE

Mobile College is governed by a Board of Trustees elected by the Alabama Baptist State Convention. The number of trustees, by charter, shall not exceed 28, and the President and Executive Secretary of the Alabama Baptist State Convention are non-voting, ex officio members of the Board. When practical, at least one member of the Board of Trustees is elected from each Congressional district in Alabama. Trustees serve four-year terms. After a lapse of one year, a person may serve again as a trustee if elected.

ORGANIZATION AND ADMINISTRATION

The President of Mobile College is the chief executive officer. He is assisted by the Senior Vice President; the Chaplain; and Vice Presidents for Financial Affairs; Development; Academic Affairs; and Student Services. The College is organized into six Academic Divisions: Business Administration and Computer Science; Education; Humanities; Natural Science; Nursing; and Social Science. The Chairman of each Division reports to the Vice President for Academic Affairs. The Director of Extended Programs, the Registrar, and the Director of the Library also report to the Vice President for Academic Affairs.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, MC had a total of 54 full-time and 13 part-time faculty members. Of the total full-time faculty, 46 percent were male and 54 percent female. All full-time faculty members were white. The full-time faculty, 16 percent of whom were tenured, held the following ranks: 51 percent assistant professors, 24 percent instructors, 16 percent professors, and 9 percent associate professors.

Library

The Mobile College Library houses a collection of approximately 86,000 volumes and subscribes to over 350 periodicals.

Facilities

In Fall 1983, the MC plant consisted of approximately 0.22 million gross square feet, including 0.13 million net assignable square feet (NASF) of building floor area, of which 0.12 million NASF was non-residential and 0.01 million NASF was residential space. Of the total assignable area, 100 percent was in satisfactory condition.

FINANCIAL SUPPORT

In 1981-82, MC had total educational and general (E&G) revenues of $3.3 million (excluding auxiliary enterprises). Of the total $3.3 million, 2 percent came from federal grants and contracts, 30 percent from private gifts, grants and contracts, and 62 percent from tuition and fees. Other revenue sources accounted for 6 percent of the total E&G revenues.

Total revenues from all sources (including $0.5 million from auxiliary enterprises) were $3.8 million. Of the total $3.8 million, 1 percent came from federal grants and contracts, 26 percent from private gifts, grants and contracts, and 54 percent from tuition and fees. Other revenue sources accounted for 19 percent of total revenues.

ROLE

Instruction

Programs

MC spent $3.2 million (excluding auxiliary enterprises) in 1981-82, of which 40 percent was designated for instruction.

Programs of instruction are offered at the associate and bachelor's levels, and teacher certification programs are offered at the B level.

In 1981-82, MC conferred 196 degrees of which 35 percent were at the associate level and 65 percent at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in 1 field of study and baccalaureate degrees in 6 fields of study. All associate degrees were awarded in health and paramedical technologies. The greatest percentages of baccalaureate degrees were conferred in the health professions (22%), psychology (12%), and social sciences (12%).

Clientele*

Undergraduate:

In Fall 1982, 940 undergraduates (834 FTE) were enrolled at MC, with 78 percent full-time students and 22 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 69 percent female students and 31 percent male students. No data were available on age categories of the undergraduate student body. Eighty-five percent percent of the entering freshmen in Fall 1981 were Alabama residents, with 77 percent from Mobile and contiguous counties. Approximately 2 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 84 percent white, 15 percent black, and 1 percent other races. The average ACT score for entering freshmen was 17; no data were available on the average high school GPA. Ninety-five percent of MC's undergraduate students were on financial aid, with 28 percent on outside scholarships and 2 percent on institutional academic scholarships.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Admissions Requirements (Freshmen)

To be admitted on an unconditional basis, a student must have an ACT composite score of 15 or above and a 2.0 high school GPA. Students may be admitted conditionally if they have an ACT composite score of 14 or below or a high school GPA below 2.0. In Fall 1982, 33 percent of Mobile College's undergraduates were admitted conditionally.

Research and Service

Since Mobile College is primarily a teaching institution, there were no expenditures in 1981-82 for research and public service.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Mobile College.

MOBILE COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0401 BUSINESS ADMINISTRATION	B.A. B.S.	
11. COMPUTER AND INFORMATION SCIENCES		
11.0101 COMPUTER AND INFORMATION SCIENCES	B.S.	
13. EDUCATION		
13.1202 ELEMENTARY EDUCATION	B.S. M.A.	
13.1204 EARLY CHILDHOOD	B.S. M.A.	
13.1300 TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.A. B.S. M.A.	
13.1312 MUSIC EDUCATION	B.S.	
13.1314 PHYSICAL EDUCATION (HPER)	B.A. B.S.	
14. ENGINEERING		
14.0101 ENGINEERING	B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
18. HEALTH SCIENCES		
18.1101 NURSING	A.S.N. B.S.N.	NLN
18.1101 NURSING/BIOLOGY	B.S.N.	
23. LETTERS		
23.0101 ENGLISH	B.A.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.S.	
27. MATHEMATICS		
27.0101 MATHEMATICS	B.S.	
38. PHILOSOPHY AND RELIGION		
38.0201 RELIGION	B.A. B.S.	
42. PSYCHOLOGY		
42.0101 PSYCHOLOGY	B.A. B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
45. SOCIAL SCIENCES		
45.0801 HISTORY	B.A.	
45.1101 SOCIOLOGY	B.S.	
50. VISUAL AND PERFORMING ARTS		
50.0701 ART	B.A.	
50.0901 MUSIC	B.A.	

TOTAL NUMBER OF PROGRAMS:

0	CERTIFICATE
1	ASSOCIATE
19	BACHELORS
3	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

MOBILE COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

		N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 7-12	STRENGTHENED SUBJECT MATTER OPTION	
CODE	PROGRAM	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
H5	EARLY CHILDHOOD EDUCATION	B	A																	
X2	ELEMENTARY EDUCATION				B	A														
67	LANGUAGE ARTS							B			B									
06	ENGLISH							B			B	A								
15	MATHEMATICS							B			B	A								
21	SCIENCE, GENERAL							B			B									
28	BIOLOGY										B	A								
22	SOCIAL SCIENCE							B			B	A								
40	HISTORY										B	A								
X5	PSYCHOLOGY										B									
42	SOCIOLOGY										B									
01	ART											A		B	A					
A0	MUSIC, VOCAL/CHORAL											A		B	A					
B6	PHYSICAL EDUCATION											A		B	A					
	TOTALS - ACTIVE PROGRAMS ONLY	1	1		1	1		5			9	8		3	3					

OAKWOOD COLLEGE

LOCATION

Oakwood College (OC) is located in Huntsville, Alabama, a city of approximately 150,000 population in the northern part of the State. The campus occupies a total of 1,185 acres.

MISSION

Oakwood College, a four-year undergraduate, church-related, liberal arts institution founded in 1896 in the city of Huntsville, is historically committed to providing a unique and challenging educational opportunity for students who exhibit academic potential but whose needs for training stem from educational and socio-economic deprivation. The College has historically demonstrated its philosophy that meaningful education is more than the pursual of a certain course of study. It, therefore, endeavors to foster the holistic view of educating the whole being through the harmonious development of the physical, cultural, intellectual, mental, and spiritual faculties.

The mission of the College inheres in the provision of a liberal, yet functional curriculum program in arts and sciences, and in professional preparation in education and business. Such liberal, professional, and pre-professional programs are further complemented by experiential and occupational learning in selected fields and vocations.

Finding in the Christian faith the true basis for understanding all human experiences, Oakwood accepts the responsibility of achieving in each student academic excellence, but acknowledges the further obligation to maintain and exemplify Christian commitment in scholarship and in all institutional endeavors. Throughout its programs of instruction, research, and public service, the College seeks to enlighten the mind, to enhance the quality of personality, to enable each individual, out of Christian love and concern, to serve mankind creatively, responsibly, and humanely, and to enkindle a never-ending search for knowledge and truth.

Because of its historic commitment to serve those who exhibit high academic potential but are deprived of educational enrichment, the College provides a strong basic educational and support program through academic advising and counseling. To meet the needs of its gifted and average students, Oakwood College further shares with other institutions the universal concerns of higher education: a teaching function designed to develop highly skilled individuals dedicated to the improvement of life in American society through service to the community. Toward this end, the College seeks to attract qualified and dedicated faculty and encourages through them experimentation with traditional and nontraditional educational methods and instructional strategies to increase the quality and productivity of its educational services.

Oakwood College is also committed to serving the needs of the underprepared student by: (1) providing a program for the elimination of deficits in basic skills essential for a college education, (2) providing guidance and counseling for that group of students which focus upon those dimensions which might be and often are inhibitive of success; and (3) using varied instructional approaches. It is the institution's design that through these techniques the underprepared student will acquire the necessary self confidence and tools to successfully complete programs focused on traditional as well as nontraditional career pursuits or programs leading to graduate or professional education.

Recognizing the influence of a suitable environment upon learning and the assurance of achieving the mission described above, the College seeks to provide a physical environment and appropriate academic and student support systems to facilitate the variety of human interaction and relationships essential for learning, and to provide programs and facilities which allow for continuous evaluation, growth, and expansion of the institution.

HISTORY

Oakwood College is the outgrowth of the Oakwood Industrial School founded in 1896 by the General Conference of Seventh-day Adventists. After a number of years of successful operation the name was changed to Oakwood Manual Training School. In 1917, two years of college work were offered, and the school was known as Oakwood Junior College. In the Spring of 1943, another forward step was taken by the institution when it was advanced to the status of a senior college. Since that time it has been known as Oakwood College. In 1964, Oakwood College became a member of the United Negro College Fund.

GOVERNANCE

Oakwood College is a Seventh-day Adventist institution governed by a 43-member Board of Trustees. Trustees serve by virtue of their position and by recommendation. The length of term for each trustee is five years, but trustees may be reelected.

ORGANIZATION AND ADMINISTRATION

The President is the chief executive officer of Oakwood College. He is assisted by the General Vice President, the Treasurer, and Vice Presidents for Student Affairs, Academic Instruction, and Administration and Development. The Division of Academic Instruction is divided into major departments. Each department is headed by a chairperson who reports to the Vice President for Instruction. The Director of Inner College, the Librarian, and the Director of Church Mission also report to the Vice President for Academic Instruction.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, OC had a total of 71 full-time and 35 part-time faculty members. Of the total full-time faculty, 51 percent were male and 49 percent female. Racial composition of the full-time faculty was 13 percent white and 87 percent black. The full-time faculty, 13 percent of whom were tenured, held the following ranks: 48 percent assistant professors, 25 percent associate professors, 16 percent instructors, and 11 percent professors.

Library

The Eva B. Dykes Library houses a collection of approximately 82,000 volumes and subscribes to over 75 periodicals.

Facilities

The Oakwood College campus includes four residence halls which can accommodate approximately 1000 students, four major classroom buildings, a gymnasium, an olympic-size swimming pool, a College Center which houses food service and administrative offices, and 22 faculty living units.

FINANCIAL SUPPORT

In 1981-82, OC had total educational and general (E&G) revenues of $7.6 million (excluding auxiliary enterprises). Of the total $7.6 million, 5 percent came from federal grants and contracts, 30 percent from private gifts, grants and contracts, 64 percent from tuition and fees. Other revenue sources accounted for 1 percent of the total E&G revenues.

Total revenues from all sources (including $2.4 million from auxiliary enterprises) were $10.0 million. Of the total $10.0 million, 4 percent came from federal grants and contracts, 23 percent from private gifts, grants and contracts, and 49 percent from tuition and fees. Other revenue sources accounted for 24 percent of total revenues.

ROLE

Instruction

Programs

OC spent $8.7 million (excluding auxiliary enterprises) in 1981-82, of which 27 percent was designated for instruction.

Programs of instruction are offered at the associate and bachelor's levels, and teacher certification programs are offered at the B level.

In 1981-82, OC conferred 212 degrees of which 16 percent were at the associate level and 84 percent at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in 3 fields of study and baccalaureate degrees in 14 fields of study. The associate degrees were conferred in health and paramedical technologies (58%), business and commerce technologies (39%), and natural science technologies (3%). The greatest percentages of baccalaureate degrees were conferred in business and management (24%), theology (19%), and education (10%).

Clientele*

Undergraduate:

In Fall 1982, 1,418 undergraduates (1,333 FTE) were enrolled at OC, with 91 percent full-time students and 9 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 52 percent female students and 48 percent male students, and approximately 75 percent of the undergraduates were between the ages of 18-24. Sixteen percent of the entering freshmen in Fall 1981 were Alabama residents, with 10 percent from Madison and contiguous counties. Approximately 16 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was less than 1 percent white, 84 percent black, and more than 15 percent other races. No data were available on the standardized test scores and/or average high school GPA of entering freshmen. Seventy-seven percent of OC's undergraduate students were on financial aid, with 34 percent on outside scholarships and 47 percent on institutional academic scholarships.

Admission Requirements (Freshmen)

To qualify for freshman standing, students must: 1) be graduates from approved secondary schools; 2) provide character references; 3) have a minimum of three units of English, two units of mathematics, two units of science, two units of foreign language, with an overall minimum of 18 units from secondary school; 4) have at least a 2.0 high school GPA average in the fields mentioned above, and 5) provide ACT scores and a medical report; and 6) be committed to the rules and standards of the College. In Fall 1982, the percent of Oakwood's undergraduate students who were admitted conditionally was unavailable.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Research and Service

In 1981-82, OC did not report any research expenditures; however, $0.1 million in public service expenditures were reported, none of which was designated for restricted public service activities. Public service expenditures represented 1 percent of the total funds (excluding auxiliary enterprises) expended by OC.

Oakwood College is primarily a teaching institution, and as such, does not place a heavy emphasis on research and public service activities.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Oakwood College.

OAKWOOD COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE		DEGREES OFFERED	ACCRED/ LEVEL
06.	BUSINESS AND MANAGEMENT		
06.0201	ACCOUNTING	A.S. B.S.	
06.0401	MANAGEMENT	B.S.	
06.0501	ECONOMICS	B.S.	
06.1201	INFORMATION SYSTEMS	B.S.	
07.	BUSINESS AND OFFICE		
07.0401	OFFICE ADMINISTRATION	A.S. B.S.	
07.9999	GENERAL OFFICE TECHNOLOGY	A.S.	
08.	MARKETING AND DISTRIBUTION		
08.0102	FASHION MERCHANDISING	B.S.	
09.	COMMUNICATIONS		
09.0101	COMMUNICATIONS	A.S. B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
11. COMPUTER AND INFORMATION SCIENCES		
11.0101 COMPUTER SCIENCE	A.S. B.S.	
13. EDUCATION		
13.1202 ELEMENTARY EDUCATION	B.S.	NCATE
13.1204 EARLY CHILDHOOD EDUCATION	A.S. B.S.	NCATE
13.1300 TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.S.	NCATE
17. ALLIED HEALTH		
17.0310 MEDICAL TECHNOLOGY	B.S.	
18. HEALTH SCIENCES		
18.1101 NURSING	A.S.	
19. HOME ECONOMICS		
19.0101 HOME ECONOMICS	B.S.	
19.0503 DIETETICS	A.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
19. HOME ECONOMICS (CONTINUED)		
19.0599 FOOD AND NUTRITION	B.S.	ADA
20. VOCATIONAL HOME ECONOMICS		
20.0102 CHILD DEVELOPMENT	A.S.	
23. LETTERS		
23.0101 ENGLISH	B.A.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.A. B.S.	
27. MATHEMATICS		
27.0101 MATHEMATICS	B.A.	
27.9999 MATHEMATICS/COMPUTER SCIENCE	B.A.	
38. PHILOSOPHY AND RELIGION		
38.0201 RELIGION	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
39. THEOLOGY		
39.0201 BIBLE WORK INSTRUCTORSHIP	A.A.	
39.0601 THEOLOGY	B.A.	
39.9999 CHURCH LEADERSHIP	C.	
40. PHYSICAL SCIENCES		
40.0501 CHEMISTRY	B.A.	
42. PSYCHOLOGY		
42.0101 PSYCHOLOGY	B.A.	
44. PUBLIC AFFAIRS		
44.0701 SOCIAL WORK	B.S.W.	
45. SOCIAL SCIENCES		
45.0101 SOCIAL SCIENCE	B.S.	
45.0801 HISTORY	B.A. B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
48. PRECISION PRODUCTION		
48.0204 COMMERCIAL ART/PHOTOGRAPHY	A.S.	
50. VISUAL AND PERFORMING ARTS		
50.0401 COMMERCIAL ART/DESIGN	A.S.	
50.0403 COMMERCIAL ART/ILLUSTRATION	A.S.	
50.0701 FINE ARTS	A.S.	
50.0801 VISUAL TECHNOLOGY/GRAPHICS	A.S.	
50.0901 MATHEMATICS/COMPUTER SCIENCE	B.A.	
50.0901 MUSIC	B.A.	
50.9999 VISUAL TECHNOLOGY/MULTI-IMAGE	A.S.	

TOTAL NUMBER OF PROGRAMS:

1 CERTIFICATE
16 ASSOCIATE
27 BACHELORS
0 MASTERS
0 EDUCATION SPECIALIST
0 FIRST PROFESSIONAL
0 DOCTORS

OAKWOOD COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 7-12	STRENGTHENED SUBJECT MATTER OPTION	
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
H5	EARLY CHILDHOOD EDUCATION	B																		
X2	ELEMENTARY EDUCATION				B															
67	LANGUAGE ARTS										B									
06	ENGLISH										B									
15	MATHEMATICS										B									
28	BIOLOGY										B									
29	CHEMISTRY										B									
22	SOCIAL SCIENCE										B									
40	HISTORY										B									
70	BUSINESS & OFFICE ED										B									
10	HOME ECONOMICS ED										B									
	TOTALS - ACTIVE PROGRAMS ONLY	1			1						9									

SAMFORD UNIVERSITY

LOCATION

Samford University (SU) is located in the city of Homewood in suburban Birmingham, Alabama, a metroplex of approximately 900,000 population in the north-central part of the State. The Samford University campus consists of a total of 300 acres.

MISSION

Samford University is owned and operated by the Alabama Baptist State Convention. Its purpose is to foster Christianity through the development of Christian character, scholastic attainment, and a sense of personal responsibility. To this end, Samford seeks to develop leaders for widely-varied fields of service. In fulfilling the purpose of its charter, the University strives for academic excellence in conscious expression of the Christian faith. At the heart of the University are the arts and sciences upon which are built the professional programs.

HISTORY

Founded by a group of educational, economic, and religious leaders, Samford University opened its doors on January 3, 1842, in Marion, Alabama, as Howard College. It has survived two destructive fires and the partial paralysis of the Civil War and Reconstruction. In 1887, it was relocated in Birmingham, and in 1957, the institution was moved to its present campus.

In 1920, Howard College was among the first in the Southeast to gain membership in the Southern Association of Colleges and Schools. The establishment of the Teacher Education Division in 1914 and the Division of Pharmacy in 1927 highlighted the School's continuous growth throughout the years. The historic Cumberland University School of Law, established in 1847 at Lebanon, Tennessee, was acquired in 1961.

In 1965, a graduate program was reinstituted. This development, coupled with the existing diversity of degree programs, resulted in Howard College's official elevation to University status on November 9, 1965. At the same time, the new University was named for Frank Park Samford, a member of one of Alabama's most respected families, Chairman of the Howard College Board of Trustees for more than a quarter of a century, and a generous benefactor.

In 1970, the Music Department was elevated to school status, providing the only School of Music in Alabama.

Responding to the nation's increasing demand for health care professionals, Samford University and Birmingham Baptist Medical Centers established the Ida V. Moffet School of Nursing in 1973.

Samford University is an official depository for government documents and has been since 1884, making it one of the oldest depositories in the Southeast.

Today, Samford University is the largest privately supported institution of higher learning in Alabama and is fifth in size among the nation's 50 Southern Baptist colleges and universities.

GOVERNANCE

Samford University is governed by a 36-member Board of Trustees. Trustees are elected by the Alabama Baptist State Convention and serve four-year terms.

ORGANIZATION AND ADMINISTRATION

Samford University is under the administration of a President who is responsible to a Board of Trustees. Reporting to the President are Vice Presidents for Academic Affairs, Business Affairs, University Relations and Student Affairs. Samford University organizes its instructional program into the Howard College of Arts and Sciences; the School of Graduate Studies; the School of Business; the Orlean Bullard Beeson School of Education; the School of Music; the Ida V. Moffett School of Nursing; the School of Pharmacy; the Cumberland School of Law; the Aerospace Studies Division; the Paralegal Studies Division; the Extension Division; and the Adult Education Program. Deans and Chairpersons of these academic areas report to the Vice President for Academic Affairs.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, SU had a total of 200 full-time and 52 part-time faculty members. Of the total full-time faculty, 59 percent were male and 41 percent female. Racial composition of the full-time faculty was 98 percent white, 1 percent black, and 1 percent other races. The full-time faculty, 34 percent of whom were tenured, held the following ranks: 36 percent assistant professors, 32 percent professors, 20 percent associate professors, and 12 percent instructors.

Faculty, School of Law

The School of Law, in Fall 1981, had 53 law faculty members, 57 percent of whom were full-time and 43 percent part-time. The full-time law faculty, 40 percent of whom were tenured, held the following ranks: 50 percent professors, 27 percent assistant professors, 20 percent associate professors, and 3 percent visiting professors.

Faculty, School of Pharmacy

In Fall 1981, the School of Pharmacy had 27 faculty members, 74 percent of whom were full-time and 20 percent part-time. The full-time pharmacy faculty, 25 percent of whom were tenured, held the following ranks: 35 percent professors, 35 percent assistant professors, 20 percent associate professors, and 10 percent instructors. Faculty in the School of Pharmacy serve all pharmacy students including those in the pre-pharmacy program.

Library

Samford University Libraries hold more than 800,000 titles. The Harwell Goodwin Davis Library houses a collection of approximately 265,000 volumes of books and periodicals, 334,000 microforms, and subscribes to more than 900 periodicals. This library is augmented by holdings in the L.R. Jordan Nursing Library located at the Montclair campus and by the Cordell Hull Law Library located on campus which houses a collection of more than 175,000 titles.

Facilities

In Fall 1982, the SU plant consisted of approximately 0.9 million gross square feet, including 0.7 million net assignable square feet (NASF) of building floor area, of which 0.5 million NASF was non-residential and 0.2 million NASF was residential space. Of the total assignable area, 85 percent was in satisfactory condition and 15 percent was restorable. Replacement value was in excess of $100 million.

FINANCIAL SUPPORT

In 1981-82, SU had total educational and general (E&G) revenues of $13.6 million (excluding auxiliary enterprises). Of the total $13.6 million, 2 percent came from federal grants and contracts, 20 percent from private gifts, grants and contracts, 3 percent from endowment income, and 69 percent from tuition and fees. Other revenue sources accounted for 6 percent of the total E&G revenues.

Total revenues from all sources (including $2.1 million from auxiliary enterprises) were $15.7 million. Of the total $15.7 million, 2 percent came from federal grants and contracts, 17 percent from private gifts, grants and contracts, 3 percent from endowment income, and 60 percent from tuition and fees. Other revenue sources accounted for 18 percent of total revenues.

ROLE

Instruction

Programs

SU spent $14.5 million (excluding auxiliary enterprises) in 1981-82, of which 53 percent was designated for instruction.

Programs of instruction are offered at the associate, bachelor's, master's, and educational specialist levels, and teacher certification programs are offered at the B, A, and AA levels. The School of Law offers the J.D. degree. Samford University also has a School of Pharmacy.

In 1981-82, SU conferred 922 degrees of which 13 percent were at the associate level, 44 percent at the baccalaureate level, 10 percent in pharmacy, 12 percent at the master's level, and 21 percent first professional (law). Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in 3 fields of study, baccalaureate degrees in 16 fields of study, and master's degrees in 7 fields of study. The first professional degrees were awarded in law. The associate degrees were conferred in the health and paramedical technologies (79%), arts and sciences (11%), and public service related technologies (10%). The greatest percentages of baccalaureate degrees were conferred in business and management (20%), health professions (13%), education (13%), theology (13%), and pharmacy (10%); and the greatest percentages of master's degrees in business and management (66%), education (24%), biological sciences (3%), letters (3%), and theology (3%). All first professional degrees were conferred in law.

Clientele*

Undergraduate:

In Fall 1982, 2,873 undergraduates (2,215 FTE) were enrolled at SU, with 69 percent full-time students and 31 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 59 percent female students and 41 percent male students, and approximately 35 percent of the undergraduates were between the ages of 24-34. Seventy-three percent of the entering freshmen in Fall 1981 were Alabama residents, with 48 percent from Jefferson and contiguous counties.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Approximately 1 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 93 percent white, 5 percent black, and 2 percent other races. The average ACT score for entering freshmen was 21, the average SAT score was 956, and the average high school GPA was 3.2. Ninety-three percent of SU's undergraduate students were on financial aid, with 9 percent on outside scholarships and 5 percent on institutional academic scholarships.

Pharmacy:

SU enrolled 184 pharmacy students (178 FTE) in Fall 1982, with 90 percent full-time students and 10 percent part-time. All pharmacy students were enrolled in on-campus courses. The pharmacy enrollment consisted of 56 percent male students and 44 percent female students, and the average age of pharmacy students was 22. Sixty percent of the pharmacy students in Fall 1981 were Alabama residents, with 15 percent from Jefferson and contiguous counties. Approximately 6 percent of pharmacy students were foreign residents. The racial composition of entering pharmacy students in Fall 1982 was 83 percent white, 11 percent black, and 6 percent other races. No data were available on the standardized test scores or high school GPA of pharmacy students. Seventy-five percent of SU's pharmacy students were on financial aid, with 2 percent on outside scholarships.

Graduate:

In Fall 1982, SU enrolled 304 graduate students (120 FTE), with 9 percent full-time students and 91 percent part-time. All graduate students were enrolled in on-campus courses. The graduate student enrollment consisted of 63 percent male students and 37 percent female students, and 50 percent of the graduate students were between the ages of 25-34. Seventy-eight percent of entering graduate students in Fall 1981 were Alabama residents, with 4 percent from foreign institutions. The racial composition of graduate students in Fall 1982 was 87 percent white, 9 percent black, and 4 percent other races. No data were available on the standardized test scores of entering graduate students; however, the undergraduate GPA was 1.9 on a 3.0 scale. Forty percent of SU's graduate students were on financial aid, with 35 percent on outside scholarships and 4 percent on institutional academic scholarships.

Law:

SU enrolled 800 law students (798 FTE) in Fall 1982, over 99 percent of whom were full-time students. All law students were enrolled in on-campus courses. The law enrollment consisted of 74 percent male students and 26 percent female students. The average age of entering law students was 27. Forty-six percent of the entering law students in Fall 1981 were Alabama residents, and no entering law students were foreign students. The racial composition of law students in Fall 1982 was 99 percent white, less than 1 percent black, and less than 1 percent other races. The average preprofessional undergraduate GPA was 2.0 on a 3.0 scale. Approximately 75 percent of SU's law students were on financial aid with less than 1 percent on outside scholarships.

Admission Requirements (Freshmen)

To be admitted to Samford University as an entering freshman, each applicant must be a graduate of an approved high school with a minimum of 16 units including 4 units in English. Eight other units must be in academic areas and may be in any of the following fields: social sciences; mathematics; science; and foreign languages. Acceptable college entrance examination scores are also required. Scores are accepted from either the ACT or the SAT. In Fall 1982, 13 percent of Samford's undergraduate students were admitted conditionally.

Admission Requirements (Pharmacy)

Consideration for admission to the School of Pharmacy is open to any student who has completed at least four semesters of acceptable college work in the prepharmacy curriculum and who has been accepted by the University. The applicant must complete all prepharmacy science and mathematics courses with a minimum grade average of C. An applicant who has not met these requirements prior to the time of enrollment in the University will be classified as a prepharmacy student. A completed application form, application fee, transcripts indicating successful completion of all prepharmacy science and mathematics courses, and Pharmacy College Admission Test scores are prerequisites for consideration into the pharmacy curriculum.

Admission Requirements (Graduate)

For general admission to a master's program, a student must have a bachelor's degree from an accredited institution of higher learning, and scores from the aptitude section of the GRE, NTE, or GMAT. For unconditional admission to graduate study, the applicant must also present an overall undergraduate GPA of 1.5 (on a 3.0 scale) and a 2.0 GPA in his major field. Conditional admission to graduate study may be granted to an applicant whose academic record shows a somewhat lower GPA in his major field, but not less than 1.5 if other achievements warrant. A student who is granted conditional admission is expected to maintain a 2.0 GPA average at all times. A student who falls below this average will be subject to suspension. In Fall 1982, 43 percent of Samford University's graduate students were admitted conditionally.

Admission Requirements (First Professional)

Law:

A baccalaureate degree from an accredited college or university, a completed application form, application fee, Law School Admission Test (LSAT) score, and transcript evaluation from the Law School Data Assessment Service (LSDAS) are prerequisites for consideration by the committee on admissions. Four faculty members and two senior law students constitute the committee on admissions. All decisions regarding admissions are handled by the committee. Each applicant's file is reviewed individually by each member of the committee. The total file is considered, including the LSAT score, undergraduate recommendation letters, and character. The relative weight given to these factors is a discretionary matter with each individual committee member.

Research and Service

In 1981-82, SU reported no direct expenditures in research and public service; however, Samford indicates that its purpose is to engage in a broad range of continuing education, community service, and public service programs with the denominational constituency, business, industry, the professions, governmental agencies, and the general public.

Through research and scholarly study, the University seeks to contribute to the advancement of knowledge, the discovery of relationships, the synthesis of information, and the solving of problems. It also seeks to create a community of scholars which will provide personal enrichment and development for its faculty and for the motivation for its students in the process of discovery.

Samford University also seeks to serve its constituencies and the community through programs and courses which update practitioners in business and the professions through seminars, lectures, workshops, and programs provided by the schools, departments, and the Howard College Extension Division for Christian workers. Cultural and entertainment opportunities are provided by faculty in the performing arts, by choirs, and by nationally recognized performers, artists, and lecturers. The University also seeks to enrich regional resources with distinctive library acquisitions and generally responds with altertness to opportunities for quality service to its constituency.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Samford University.

SAMFORD UNIVERSITY

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
04. ARCHITECTURE AND ENVIRONMENTAL DESIGN		
04.0501 INTERIOR DESIGN	B.S.	ASID
06. BUSINESS AND MANAGEMENT		
06.0101 GENERAL BUSINESS	B.S. B.A.	
06.0201 ACCOUNTING	B.S.B.A.	
06.0401 MANAGEMENT	B.S.B.A. M.B.A.	
06.0501 BUSINESS ECONOMICS	B.S.B.A.	
06.0901 INTERNATIONAL BUSINESS	B.S.	
06.1401 MARKETING	B.S.B.A.	
06.9999 FINANCE, INSURANCE AND REAL ESTATE	B.S.B.A.	
07. BUSINESS AND OFFICE		
07.0601 ADMINISTRATIVE SERVICES	B.S.B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
08. MARKETING AND DISTRIBUTION		
08.0102 FASHION MERCHANDISING	B.S.	
09. COMMUNICATIONS		
09.0101 COMMUNICATIONS	A.B.	
11. COMPUTER AND INFORMATION SCIENCES		
11.0101 COMPUTER AND INFORMATION SCIENCES	B.S.B.A.	
11.0301 DATA PROCESSING	A.S.	
13. EDUCATION		
13.0401 EDUCATION ADMINISTRATION	M.S.ED. ED.S.	NCATE M
13.1202 ELEMENTARY EDUCATION	B.S.ED. M.S.ED. ED.S.	NCATE B M
13.1203 JUNIOR HIGH EDUCATION	B.S.ED. M.S.ED. ED.S.	
13.1204 EARLY CHILDHOOD	B.S.ED. M.S.ED. ED.S.	NCATE B M
13.1300 TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.S.ED. M.S.ED. ED.S.	NCATE B M

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
13. EDUCATION (CONTINUED)		
13.1306 HOME ECONOMICS EDUCATION	B.S.	
13.1312 MUSIC EDUCATION	B.M. M.M.ED.	NASM B
13.1314 PHYSICAL EDUCATION	B.S.	
16. FOREIGN LANGUAGES		
16.0901 FRENCH	A.B.	
16.0905 SPANISH	A.B.	
17. ALLIED HEALTH		
17.0208 NUCLEAR MEDICINE TECHNOLOGY	B.S.	
17.0209 RADIOLOGIC TECHNOLOGY	B.S.	
17.0306 CYTOTECHNOLOGY	B.S.	
17.0310 MEDICAL TECHNOLOGY	B.S.	
17.0807 OCCUPATIONAL THERAPY	B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
18. HEALTH SCIENCES		
18.0703 MEDICAL RECORDS ADMINISTRATION	B.S.	
18.1101 NURSING	A.D.N. B.S.N.	NLN
18.1102 NURSING, ANESTHETIST	B.S.	
18.1401 PHARMACY	B.S.	ACPE
19. HOME ECONOMICS		
19.0101 HOME ECONOMICS	B.S.	
19.0501 FOOD SCIENCES AND HUMAN NUTRITION	B.S.	ADA
20. VOCATIONAL HOME ECONOMICS		
20.0406 FOOD SERVICE	B.S.	
22. LAW		
22.0101 LAW	J.D.	ABA AALS
22.0103 PARALEGAL	A.S. B.S.	ABA

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
23. LETTERS		
23.0101 ENGLISH	A.B. M.A. M.ED.	
23.1001 SPEECH, DEBATE, FORENSICS	A.B.	
24. LIBERAL/GENERAL STUDIES		
24.0101 LIBERAL/GENERAL STUDIES	B.G.S.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.S. M.S. M.ED.	
27. MATHEMATICS		
27.0101 MATHEMATICS	B.S.	
30. MULTI/INTERDISCIPLINARY STUDIES		
30.0201 CLINICAL PASTORAL CARE	M.A.	
31. PARKS AND RECREATION		
31.9999 CHURCH RECREATION	A.B.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
38. PHILOSOPHY AND RELIGION		
38.0201 RELIGION	A.B.	
39. THEOLOGY		
39.0401 RELIGIOUS EDUCATION	A.B.	
39.0501 CHURCH MUSIC	B.M. M.M.	NASM B
40. PHYSICAL SCIENCES		
40.0501 CHEMISTRY	B.S.	
40.0801 PHYSICS	B.S.	
42. PSYCHOLOGY		
42.0101 PSYCHOLOGY	A.B. B.S.	
43. PROTECTIVE SERVICES		
43.0107 LAW ENFORCEMENT	B.G.S.	
44. PUBLIC AFFAIRS		
44.0401 PUBLIC ADMINISTRATION	A.B.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
45. SOCIAL SCIENCES		
45.0601 ECONOMICS	A.B. B.S.	
45.0801 HISTORY	A.B. M.A. M.ED.	
45.0901 INTERNATIONAL RELATIONS	A.B.	
45.1101 SOCIOLOGY	A.B. B.S.	
50. VISUAL AND PERFORMING ARTS		
50.0501 DRAMATIC ARTS	A.B.	
50.0701 FINE ARTS	A.B.	
50.0799 APPLIED ARTS	A.B.	
50.0901 MUSIC	B.A.	NASM
50.0903 MUSIC (PERFORMANCE)	B.M.	NASM
50.0904 MUSIC THEORY-COMPOSITION	B.M.	NASM

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
TOTAL NUMBER OF PROGRAMS:	0 CERTIFICATE	
	16 ASSOCIATE	
	45 BACHELORS	
	12 MASTERS	
	5 EDUCATION SPECIALIST	
	1 FIRST PROFESSIONAL	
	0 DOCTORS	

SAMFORD UNIVERSITY

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 7-12	STRENGTHENED SUBJECT MATTER OPTION	
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
H5	EARLY CHILDHOOD EDUCATION	B	A	AA																
X2	ELEMENTARY EDUCATION				B	A	AA													
07	FRENCH							B			B						B	B		
23	SPANISH							B			B						B	B		
06	ENGLISH							B	A	AA	B	A	AA				B	B		
15	MATHEMATICS							B	A		B	A					B	B		
21	SCIENCE, GENERAL							B			B						B	B		
26	BIOLOGY							B	A	AA	B	A	AA				B	B		
29	CHEMISTRY										B							B		
30	PHYSICS										B							B		
22	SOCIAL SCIENCE							B			B						B	B		
43	ECONOMICS										B							B		
40	HISTORY							B	A	AA	B	A	AA				B	B		
41	POLITICAL SCIENCE							B			B						B	B		
X5	PSYCHOLOGY										B							B		

(CONTINUED)

CODE	PROGRAM	N-3 B	N-3 A	N-3 AA	1-6 B	1-6 A	1-6 AA	4-8 B	4-8 A	4-8 AA	7-12 B	7-12 A	7-12 AA	N-12 B	N-12 A	N-12 AA	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6 B	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 7-12 B	STRENGTHENED SUBJECT MATTER OPTION A	STRENGTHENED SUBJECT MATTER OPTION AA
42	SOCIOLOGY										B							B		
70	BUSINESS & OFFICE ED										B									
13	HOME ECONOMICS ED							B			B						B	B		
01	ART							B			B			B			B	B		
H9	HEALTH EDUCATION							B			B			B			B	B		
A1	MUSIC, INSTRUMENTAL													B	A		B			
A0	MUSIC, VOCAL/CHORAL													B	A		B			
B6	PHYSICAL EDUCATION							B			B			B			B	B		
M4	SPEECH COMM/THEATRE							B			B						B	B		
69	SUPERINTENDENT														A					
66/A0	PRINCIPAL, ECE/ELEMENTARY (N-6)					A	AA													
66/G	PRINCIPAL (N-12)														A	AA				
66/F	PRINCIPAL, HIGH SCHOOL(7-12)											A	AA							
35	SUPERVISOR, GENERAL														A	AA				
E0	SCHOOL COUNSELING														A					
	TOTALS - ACTIVE PROGRAMS ONLY	1	1	1	1	2	2	14	4	3	20	5	4	5	6	2	16	19		

SOUTHEASTERN BIBLE COLLEGE

LOCATION

Southeastern Bible College (SBC) is located in Birmingham, Alabama, a city of approximately 284,000 population in the north central part of the State. The campus consists of a total of 14 acres.

MISSION

Basic in the philosophy of education of Southeastern Bible College is the conviction that Christian higher education should be oriented to the Scriptures as the Word and revelation of God, finding in it its frame of reference, the basis for the understanding and integrating all knowledge. The purpose of Southeastern Bible College is to educate men and women for Christian ministries on both the collegiate and graduate levels through programs of Bible expositional and theological studies, general education in the introductory liberal arts and sciences, and professional studies in the areas of Christian service such as the pastoral ministry, world missions and other church-related vocations.

The training at Southeastern Bible College has as a major objective to cultivate the spiritual life of the student so that his life and ministry will be characterized by faithful teaching of the Word and aggressive personal and group evangelism. The entire cultus of life at the College is developed in a manner helpful to the achievement of these ends.

In the classroom, high academic standards are maintained, coupled with a faculty-student ratio which creates opportunity for close faculty-student contact, all conducive to quality education. The faculty feels that there is no stronger incentive to fine scholarship than that expressed by the apostle: to "study to show thyself approved unto God."

HISTORY

A Bible school in Birmingham was the vision of a small group of Christian men in 1933. It was the unanimous conviction of these men that there was a vital need for more adequate training of Christian workers and teachers in the metropolitan area of Birmingham. They agreed that the Bible should be made the center of the proposed school, and that the teaching of the school should be evangelical.

Accordingly, the School was duly organized and incorporated as The Birmingham School of the Bible, and on May 1, 1935, it opened with classes offered two nights each week. A Day School was established in 1940, and, in 1943, the name of the School was changed to Southeastern Bible School.

A building was purchased on Ridge Park Avenue in Birmingham in 1940 where the School continued to operate until 1947.

In June of 1947, a new seven and one-half acre campus was purchased which included three very serviceable buildings. The entire Birmingham operation of the School was moved to this campus.

In keeping with the development of the programs and academic offerings of the School, the Charter rights to grant degrees were obtained in June 1950, and the name of the institution was changed in June 1952, to Southeastern Bible College. Southeastern was granted national accreditation by the American Association of Bible Colleges on October 24, 1962.

GOVERNANCE

SBC is governed by a 20-member Board of Trustees. Each trustee serves a three-year term. The Board is self-perpetuating; incumbent members may be reelected by the Board and new members are elected by the existing Board.

ORGANIZATION AND ADMINISTRATION

The chief executive officer of SBC is the President. He is assisted by the Vice President and Director of Stewardship. Reporting to the President, through the Administrative Committee, are the Dean of Students, the Dean of Faculty, and the Business Manager. The College is organized into six Departments: Pastoral Theology, World Missions, Evangelism, Christian Education, Teacher Education, and Church Music. Each Department is headed by a Chairman.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, SBC had a total of 19 full-time and 4 part-time faculty members. Of the total full-time faculty, 68 percent were male and 32 percent female. All full-time faculty members were white. The full-time faculty, none of whom were tenured, were all ranked as professors.

Library

The Rowe Memorial Library houses a collection of approximately 29,000 volumes and subscribes to over 150 periodicals.

Facilities

The SBC campus has 14 buildings. Three of these buildings were built by the College for its purposes; the rest were residences or apartment buildings converted to College uses. There are ten classrooms with a total of 9000 square feet. These rooms are well-equipped and adequate for SBC's enrollment. They occupy space in two of the college-built facilities and are, therefore, relatively new.

The library is a converted home. Total space for the library is 5600 square feet. The size of the building and its structure make it inadequate, and SBC plans to construct a new facility.

The Chapel (2835 square feet), cafeteria (2200 square feet) and gymnasium (12,900 square feet) are in good condition and adequately provide for these functions.

Present dormitory capacity is for 136 single students and 12 married couples. The women's dormitory consists of twelve four-room suites (1056 square feet per unit). A full basement floor runs under the women's dormitory, which could be converted to additional suites. This room is presently used as a lounge and for storage. Men students are housed in two large homes and a converted apartment building. The men's facilities need renovation.

The Student Union building is the former carriage house on an estate. It is small but adequate for its use. Faculty and administrative offices are scattered across the campus in four different buildings. These buildings also contain the bookstore, print shop, and mailing department. Maintenance is in a separate building.

FINANCIAL SUPPORT

In 1981-82, SBC had total educational and general (E&G) revenues of $0.9 million (excluding auxiliary enterprises). Of the total $0.9 million, 43 percent from private gifts, grants and contracts, and 56 percent from tuition and fees. Other revenue sources accounted for 1 percent of the total E&G revenue.

Total revenues from *all* sources (including $0.3 million from auxiliary enterprises) were $1.2 million. Of the total $1.2 million, 31 percent came from private gifts, grants and contracts, and 41 percent from tuition and fees. Other revenue sources accounted for 28 percent of total revenues.

ROLE

Instruction

Programs

SBC spent $0.9 million (excluding auxiliary enterprises) in 1981-82, of which 25 percent was designated for instruction.

Programs of instruction are offered at the one-year, associate, bachelor's, and master's levels, and teacher certification programs are offered at the B level.

In 1981-82, SBC conferred 42 degrees of which 12 percent were at the associate level and 88 percent at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in one field of study--public service related technologies--and baccalaureate degrees in two fields of study--theology (62%) and education (38%).

Clientele*

Undergraduate:

In Fall 1982, 167 undergraduates (146 FTE) were enrolled at SBC, with 73 percent full-time students and 27 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 68 percent male students and 32 percent female students. No data were available on the age category of the undergraduate student body. Forty-three percent of the entering freshmen in Fall 1981 were Alabama residents, with 3 percent foreign students. The racial composition of undergraduate students in Fall 1982 was 96 percent white, 2 percent black, and 2 percent other races. The average ACT score for entering freshmen was 19.1 and the average high school GPA was 2.3. Sixty-two percent of SBC's undergraduate students were on financial aid with 7 percent on institutional academic scholarships.

Graduate:

SBC enrolled 6 graduate students (5 FTE) in Fall 1982, all of whom were full-time students enrolled in off-campus courses. The graduate student enrollment was all male students, and 67 percent of the graduate students were between the ages of 25-34. Seventy-five percent of entering graduate students in Fall 1981 were Alabama residents, and no graduate students were from foreign institutions. The racial composition of graduate students in Fall 1982 was 83 percent white and 17 percent black. No data were available on the standardized test scores and/or undergraduate GPA of entering graduate students. None of SBC's graduate students were on financial aid.

Admission Requirements (Freshmen)

To be admitted, each student must give evidence of having accepted the Lord Jesus Christ as his personal savior. There must also be an earnest desire upon the part of the student to do the Lord's will in all things, and to show a willingness to comply with the regulations of the College.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982

Completion of a full high school course, with a satisfactory GPA (or satisfactory scores on the GED Tests) is required for entrance to Southeastern Bible College. In special cases the College will admit an older student who cannot present high school credit but who shows an aptitude and ability to do the work. Normally such students are not admitted in programs for a degree, but will be permitted to enter as special students.

Students preparing to enter the College are urged to consult their high school advisors and plan a program in high school that will prepare them adequately to pursue study at the college level. The following high school courses are recommended as preparation for any college course leading to the bachelor's degree: English, 4 years; algebra, 1 year; geometry, 1 year; one foreign language, 2 years; American history and civics, 1 year; additional social science, 1 year; physics, biology, or chemistry, 1 year. Typing is a recommended elective. In Fall 1982, 5 percent of Southeastern Bible College's undergraduates were admitted conditionally.

Admission Requirements (Graduate)

For admission to the master's program, a student must be a graduate of a Bible college and have at least three years of field experience. In Fall 1982, all of Southeastern Bible College's graduate students were admitted unconditionally.

Research and Service

In 1981-82, SBC reported no research and public service expenditures.

SCOPE

Refer to the following Academic Program Inventory. No Inventory of State Board of Education Approved N-12 Teacher Education Programs is included as Southeastern Bible College has no such programs at this time.

SOUTHEASTERN BIBLE COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE		DEGREES OFFERED	ACCRED/ LEVEL
13.	EDUCATION		
13.1202	ELEMENTARY EDUCATION	B.S. B.A.	
13.1300	TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.S. B.A.	
39.	THEOLOGY		
39.0201	BIBLE STUDIES	B.A. M.A.	
39.0301	MISSIONARY STUDIES	B.A. B.S.	
39.0401	RELIGIOUS EDUCATION	B.A.	
39.0501	RELIGIOUS MUSIC	B.A.	
39.0601	THEOLOGICAL STUDIES	B.A.	

TOTAL NUMBER OF PROGRAMS:

0	CERTIFICATE
0	ASSOCIATE
7	BACHELORS
1	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

SPRING HILL COLLEGE

LOCATION

Spring Hill College (SHC) is located in Mobile, Alabama, a city of approximately 200,000 on the Alabama Gulf Coast. The campus occupies a total of 500 acres.

MISSION

Spring Hill College is a Catholic, Jesuit, liberal arts college. Its mission is the formation of men and women into persons who are intellectually, spiritually, socially, and morally mature.

Spring Hill's program of general studies, adapted from the value-oriented program of studies of the Jesuit tradition, is designed to assist the student in developing breadth and variety of knowledge as well as skills in analysis, synthesis, and judgement. Through such knowledge and skills, the College aims at fostering the growth of intellectually free men--men who are free from ignorance, narrowness of interest, and bigotry. It constitutes its task to be both that of a transmitter of Christian values and that of a critic and goad, challenging men to better ways of thinking and of living.

In the program of general studies, the student explores artistic, historical, scientific, philosophical, and religious approaches to reality. Methods and principles are stressed, and a greater emphasis placed on the quest for understanding than on the acquisition of facts.

The College does not regard its only role, or even its chief role, as the preparation of the student for graduate or professional school. Nevertheless, it requires that each student have an area of competence, so that he will be prepared either to assume a career upon graduation, or to enter a graduate or professional school. Frequently these specializations are in one of the traditional areas of learning or a combination thereof. In some instances they are more technical or practical in nature, but even then the liberalizing aspects of the subject matter are emphasized and an attempt is made to orient each course with the larger aspects of knowledge.

Spring Hill recognizes a need to expand education beyond the boundaries of the merely academic into the personal lives of its students. Thus it brings to each those experiences which will help him to develop as a person. Most important is his sense of psychological, social, moral, and spiritual integrity. The values of Christian humanism are presented to the student. He is encouraged to apply these values to himself and to his relationships with his society, his environment, and his traditions. Through the presence of many Jesuits on the campus, Jesuit ideals of spiritual and educational excellence have an important influence on the student's life.

The College attempts to create on its campus a genuine community based on the pursuit, common to students and faculty, of intellectual growth and personal development. In addition to the educative experience or belonging to such a community, the student is helped to realize the significances of belonging to the larger communities of society.

The College draws its students from a wide social and intellectual spectrum. Primarily, it seeks to attract gifted students and to provide innovative programs aimed at stimulating them. Ample opportunity is given them to progress at their own rate. Within the resources of its financial aid program, it also attempts to attract and educate students who are economically and socially deprived. To bring students from this group who are below average or marginal in their preparation up to college standards, the College provides modern remedial instruction. It also enrolls some students who are not from disadvantaged backgrounds but who are marginally prepared for college provided they show intellectual potential and are willing to undergo remedial instruction.

The College believes that the presence on campus of a widely divergent student body is itself a stimulation to the kind of education to which it is dedicated. The one common element the College seeks in all its students--marginal, average, and superior--is a predisposition towards the values of a personalized liberal education.

HISTORY

Spring Hill College was founded by the first bishop of Mobile, Michael Portier. After purchasing a site for the College on a hill near Mobile, Bishop Portier went to France to find teachers and funds for the new college. Upon his return he rented a hotel next to the college grounds and started the first semester on May 1, 1830, with an enrollment of 30 students. On July 4 of the same year, the Bishop laid the cornerstone of the first permanent building. It stood on the site of the present Administration Building and opened for classes in November 1831. Spring Hill thus takes its place among the oldest colleges in the South. It is the third oldest Jesuit college in the United States.

In 1836, the Governor of Alabama signed a Legislative Act which chartered the College and, in the following year, four graduates received their degrees. Instruction at the College was not interrupted by the Civil War, but in 1869, a fire destroyed the main building and required the removal of students and faculty to St. Charles College, Grand Coteau, Louisiana. Bishop Quinlan and other benefactors assisted in rebuilding the College, which reopened at Spring Hill before the year's end.

As the enrollment increased, Quinlan Hall, the College Chapel, the Byrne Memorial Library, and Mobile Hall were erected in 1935. The high school which had been a unit distinct from the College since 1923 was discontinued. In the space vacated by the high school, the Jesuit House of Studies was opened in 1937, and the neighboring Scholasticate of the Sacred Heart opened on a site adjoining the College a few years later. After World War II, a great influx of veterans taxed the facilities of the College, requiring the construction of a number of temporary buildings on the campus.

At the request of His Excellency, Archbishop Toolen of Mobile, the College became coeducational in 1952. Black students were accepted into all departments of the College for the first time in 1954.

GOVERNANCE

SHC is governed by a Board of Trustees consisting of not less than 13 or more than 25 members. The following trustees must be members in good standing in the Society of Jesus: 3 members not on the SHC faculty or staff; 3 members who are on the SHC faculty or staff, only one of whom may be responsible to the President; and the President who serves ex officio. The remaining Board members are not members of the Society of Jesus: they consist of 1 member of the SHC faculty or staff who is not a chief administrator; and not less than 5 nor more than 17 members who are not on the SHC faculty or staff. Terms of membership vary from one to three years, and no member may serve more than two consecutive terms. Vacancies on the Board are filled by the President with the advice and consent of the Board of Trustees.

ORGANIZATION AND ADMINISTRATION

Reporting to the President, who is responsible to the Board of Trustees for overall administration of the College, are the Director of Campus Ministry and Chaplain; the Academic Dean; the Dean of Students; the Vice President for Financial Affairs, the Vice President for Enrollment Planning; and the Director of Development. The College is composed of four academic Divisions: Humanities; Sciences; Social Studies; and Professional Studies. Each Division has a Chairman who reports to the Academic Dean.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, SHC had a total of 56 full-time and 21 part-time faculty members. Of the total full-time faculty, 73 percent were male and 27 percent female. Racial composition of the full-time faculty was 98 percent white and 2 percent black. The full-time faculty, 51 percent of whom were tenured, held the following ranks: 38 percent assistant professors, 27 percent associate professors, 24 percent professors, and 11 percent instructors.

Library

The Thomas Byrne Library houses a collection of approximately 147,000 volumes, subscribes to over 600 serials, and receives U.S. Government publications through the federal depository library system. A collection of over 9,000 microforms complements print resources. The Library also has an agreement for cooperative student and faculy use of the Mobile Public Library, and the libraries at the University of South Alabama, Mobile College, and Bishop State Junior College.

Facilities

In Fall 1982, the SHC plant consisted of approximately 0.52 million gross square feet, including 0.49 million net assignable square feet (NASF) of building floor area, of which 0.31 million NASF was non-residential and 0.18 million NASF was residential space. Of the total assignable area, 98 percent was in satisfactory condition and 2 percent was restorable.

FINANCIAL SUPPORT

In 1981-82, SHC had total educational and general (E&G) revenues of $5.4 million (excluding auxiliary enterprises). Of the total $5.4 million, 18 percent came from federal grants and contracts, 11 percent from private gifts, grants and contracts, 6 percent from endowment income, and 61 percent from tuition and fees. Other revenue sources accounted for 4 percent of the total E&G revenues.

Total revenues from all sources (including $1.2 million from auxiliary enterprises) were $6.6 million. Of the total $6.6 million, 15 percent from federal grants and contracts, 9 percent from private gifts, grants and contracts, 5 percent from endowment income, and 50 percent from tuition and fees. Other revenue sources accounted for 21 percent of total revenues.

ROLE

Instruction

Programs

SHC spent $6.5 million (excluding auxiliary enterprises) in 1981-82, of which 30 percent was designated for instruction.

Programs of instruction are offered at the bachelor's and master's levels, and teacher certification programs are offered at the B, A, and AA levels.

In 1981-82, SHC conferred 163 degrees, all of which were at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the baccalaureate degrees were conferred in 12 fields of study. The greatest percentages of baccalaureate degrees were conferred in business and management (22%), biological sciences (14%), and letters (13%).

Clientele*

Undergraduate:

In Fall 1982, 1,061 undergraduates (920 FTE) were enrolled at SHC, with 80 percent full-time students and 20 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 54 percent female students and 46 percent male students. No data were available on age categories of the undergraduate student body. Thirty-six percent of the entering freshmen in Fall 1981 were Alabama residents, with 31 percent from Mobile and contiguous counties. Approximately 2 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 89 percent white, 8 percent black, and 3 percent other races. The average ACT score for entering freshmen was 23, the average SAT score was 952, and the average high school GPA was 2.9. Sixty-two percent of SHC's undergraduate students were on financial aid, with 2 percent on outside scholarships and 41 percent on institutional academic scholarships.

Admission Requirements (Freshmen)

To be admitted as a freshman, a student must be a graduate of an approved secondary school with a minimum of 16 high school units, including 12 of an academic nature (four English, two mathematics, two natural sciences, two social sciences, two other). Applicants for unqualified admission must have an undergraduate GPA of 2.0 or better and must also present acceptable scores on the SAT or ACT. In Fall 1982, 13 percent of Spring Hill's undergraduates were admitted conditionally.

Research and Service

In 1981-82, SHC reported $0.09 million in research expenditures, 14 percent of which funded restricted research projects. Research expenditures represented 0.1 percent of the total funds (excluding auxiliary enterprises) expended by SHC.

Spring Hill College is primarily a teaching institution, and as such, does not consider research as a major element of its mission.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

SHC also reported $0.7 million in public service expenditures in 1981-82, 52 percent of which funded restricted public service activities. Public service expenditures represented 10 percent of the total funds (excluding auxiliary enterprises) expended by SHC.

The College supports a variety of public service activities designed to promote intellectual, spiritual, social, cultural, and moral values in Mobile and the regional community. The College also serves as an important resource for the Mobile Archdiocese, and also sponsors a variety of programs to assist the poor and disadvantaged in the metropolitan region. Those educational needs of children and of minority and disadvantaged groups are served through special programs sponsored by Spring Hill College. The College's public radio station, WHIL, makes a significant cultural contribution to Mobile and the surrounding community.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Spring Hill College.

SPRING HILL COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0101 BUSINESS AND MANAGEMENT	B.S.	
06.0201 ACCOUNTING	B.S.	
06.0301 FINANCE	B.S.	
06.0401 MANAGEMENT	B.S.	
06.0501 ECONOMICS	B.S.	
06.9999 MARKETING	B.S.	
09. COMMUNICATIONS		
09.0101 COMMUNICATION ARTS	B.A.	
11. COMPUTER AND INFORMATION SCIENCES		
11.0101 COMPUTER SCIENCE PROGRAM A	B.S.	
11.0401 COMPUTER SCIENCE PROGRAM B	B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
13. EDUCATION		
13.1202 ELEMENTARY EDUCATION	B.S. M.S.	
13.1204 EARLY CHILDHOOD EDUCATION	B.S. M.S.	
14. ENGINEERING		
14.9999 PRE-ENGINEERING	B.S.	
22. LAW		
22.0103 LEGAL STUDIES	B.S.	
23. LETTERS		
23.0101 ENGLISH	B.A.	
24. LIBERAL/GENERAL STUDIES		
24.0101 GENERAL STUDIES	B.S. B.G.S.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
27. MATHEMATICS		
27.0101 MATHEMATICS	B.S.	
30. MULTI/INTERDISCIPLINARY STUDIES		
30.9999 INTERDISCIPLINARY HUMANITIES	B.A.	
38. PHILOSOPHY AND RELIGION		
38.0101 PHILOSOPHY	B.A.	
39. THEOLOGY		
39.0601 THEOLOGICAL STUDIES	B.A. M.T.S.	
40. PHYSICAL SCIENCES		
40.0501 CHEMISTRY	B.S.	
42. PSYCHOLOGY		
42.0101 PSYCHOLOGY	B.S.	
45. SOCIAL SCIENCES		
45.0801 HISTORY	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
45. SOCIAL SCIENCES (CONTINUED)		
45.1001 POLITICAL SCIENCE	B.S.	
45.1101 SOCIOLOGY	B.S.	
45.1201 URBAN STUDIES	B.S.	
50. VISUAL AND PERFORMING ARTS		
50.0701 FINE ARTS	B.A.	

TOTAL NUMBER OF PROGRAMS:

0	CERTIFICATE
0	ASSOCIATE
27	BACHELORS
3	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

SPRING HILL COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1964

																	MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY		STRENGTHENED SUBJECT MATTER OPTION	
		N-3			1-6			4-8			7-12			N-12			ON 1-6	ON 7-12		
CODE	PROGRAM	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
H5	EARLY CHILDHOOD EDUCATION	B	A																	
X2	ELEMENTARY EDUCATION				B	A														
G7	READING TEACHER														A					
	TOTALS - ACTIVE PROGRAMS ONLY	1	1		1	1									1					

STILLMAN COLLEGE

LOCATION

Stillman College (SC) is located in Tuscaloosa, Alabama, a city of approximately 75,000 population in the west-central part of the State. The campus consists of a total of 100 acres.

MISSION

Stillman College, a liberal arts institution, aims to prepare students, regardless of race, creed, or national origin, for places of leadership and service in society and for lives which have value and meaning. Proud of its history as a church-related, predominantly black college, Stillman aims to utilize the best of its heritage as it moves into the future by providing an environment that is both Christian and intellectual.

The dominant assumption at Stillman is that students who are admitted will succeed, not fail. Programs and schedules which provide students with the opportunity for reaching their potential regardless of the strength or weakness of previous preparation are essential to the success of students. The College believes that all members of the Stillman community--faculty, staff, and students--should expect to perform assigned tasks and to attain high academic and personal standards in an atmosphere of encouragement and respect.

Specific elements of the mission also include the following:

1. Stillman College is committed to the task of preparing students to acquire knowledge continuously throughout life.
2. Stillman College is committed to the task of preparing students to communicate clearly and correctly, using standard English.
3. Stillman College is committed to the task of preparing students through a variety of curricular offerings and activities to take advantage of increased career options.
4. Stillman College is committed to the task of helping students develop methods for maintaining physical health.

5. Stillman College is committed to the task of providing curricular opportunities through which students grow in responsibility and dependability, developing for themselves a philosophy of life and a sense of values so that they may face life, in all its aspects, with confidence and integrity.

While Stillman's historic commitment of service to black people remains preeminent, its admission policies bar no one because of race, nationality, religion, socio-economic status, place of residence, or sex.

HISTORY

In 1874, a group of Presbyterians from Tuscaloosa, Alabama, headed by the Rev. Charles Allen Stillman, presented an overture to the General Assembly of the Presbyterian Church in the United States that the Church establish a training school for Negro ministers. After studying the overture, the General Assembly of 1876 authorized the opening of an institute in Tuscaloosa in the fall of that year and appropriated funds for the School's operation.

In the years that followed, the need for academic as well as theological training was recognized and the academic program was enlarged. With a strengthened academic program, the School moved toward a position that its purpose should include educating Negroes other than those preparing for the Christian ministry. In 1898, the School now named Stillman Institute in honor of Dr. Stillman, moved to its present location in the western section of Tuscaloosa. The General Assembly of 1899 approved the opening of the School to all women as well as men who wished to enter.

During the next five decades, the School grew in size and expanded in purpose. The present campus tract of over 100 acres was acquired, a junior and senior high school was organized, and a junior college program was established which was accredited in 1937. In addition, between 1930 and 1946, the School operated a hospital and nurses training school.

In 1948, the name was changed to Stillman College, and the following year it was expanded into a four-year college. Stillman graduated its first baccalaureate class in 1951 and was accredited by the Southern Association of Colleges and Schools in 1953.

GOVERNANCE

Stillman College is governed and controlled by a Board of Trustees. The Board of Trustees is the body through which the covenantal relationship is cultivated and maintained between the College and the General Assembly of the Presbyterian Church (U.S.A.) which founded it. The Board of Trustees consists of not less than 12 nor more than 31 members and is divided into three classes. Trustees serve for three-year terms and are eligible for reelection for a total of three consecutive terms. The Board membership also includes two faculty members and two student members who are nominated by the Faculty Organization and the Student Government Association, respectively. The faculty and student representatives, however, do not have voting rights.

ORGANIZATION AND ADMINISTRATION

Administrative organization at Stillman College is unitary, has distinct line and staff relationships, and has a definite span of control. Authority and responsibility are centralized in the chief executive officer, the President. Authority is delegated by the Board of Trustees to the President who in turn delegates authority to officers responsible for major functional areas. These officers report to the President who alone reports to the Board of Trustees.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, SC had a total of 49 full-time and 10 part-time faculty members. Of the total full-time faculty, 49 percent were male and 51 percent female. Racial composition of the full-time faculty was 30 percent white, 57 percent black, and 13 percent other races. The full-time faculty, 50 percent of whom were tenured, held the following ranks: 31 percent associate professors, 22 percent assistant professors, 22 percent instructors, 17 percent professors, and 8 percent faculty of undesignated rank.

Library

The William Henry Sheppard Library houses a collection of approximately 87,000 volumes and subscribes to over 379 periodicals.

Facilities

In Fall 1982, the SC plant consisted of approximately 0.28 million gross square feet, including 0.22 million net assignable square feet (NASF) of building floor area, of which 0.12 million NASF was nonresidential and 0.1 million NASF was residential space. Of the total assignable area, 96 percent was in satisfactory condition and 4 percent was restorable.

FINANCIAL SUPPORT

In 1981-82, SC had total educational and general (E&G) revenues of $3.7 million (excluding auxiliary enterprises). Of the total $3.7 million, 49 percent came from federal grants and contracts, 16 percent from private gifts, grants and contracts, 5 percent from endowment income, and 28 percent from tuition and fees. Other revenue sources accounted for 2 percent of the total E&G revenues.

Total revenues from all sources (including $1.0 million from auxiliary enterprises) were $4.7 million. Of the total $4.7 million, 39 percent came from federal grants and contracts, 12 percent from private gifts, grants and contracts, 4 percent from endowment income, and 22 percent from tuition and fees. Other revenue sources accounted for 23 percent of total revenues.

ROLE

Instruction

Programs

SC spent $4.3 million (excluding auxiliary enterprises) in 1981-82, of which 23 percent was designated for instruction.

Programs of instruction are offered at the bachelor's level, and teacher certification programs are offered at the B level.

In 1981-82, SC conferred 106 degrees, all of which were at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the baccalaureate degrees were conferred in 7 fields of study. The greatest percentages of baccalaureate degrees were conferred in business and management (40%), social sciences (29%), and education (14%).

Clientele*

Undergraduate:

In Fall 1982, 523 undergraduates (505 FTE) were enrolled at SC, with 94 percent full-time students and 6 percent part-time. All FTE undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 57 percent female students and 43 percent male students. Average age range by class was: 17-30, freshman; 17-29, sophomore; 18-29, junior; and 21-40, senior. Sixty-nine percent of the entering freshmen in Fall 1981 were Alabama residents, with 31 percent from Tuscaloosa and contiguous counties. Approximately 4 percent of the entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was less than 1 percent white, 97 percent black, and 2 percent other races. The average ACT score for entering freshmen was 12 and the average high school GPA was 2.31. Eighty-seven percent of SC's undergraduate students were on financial aid, with 10 percent on outside scholarships and 12 percent on institutional academic scholarships.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Admission Requirements (Freshmen)

For freshman admission, students must be graduates of high schools that are approved by either a regional accrediting agency or the State Department of Education, have at least 15 high school units which include 4 in English and 1 each in history, mathematics, and science. A 2.0 high school GPA in the above mentioned courses is required for unqualified admission. Students should also submit all aptitude test scores, such as the ACT and the SAT.

Applications from adults and military service veterans without a high school diploma are encouraged. Such applicants may qualify for admission by satisfactorily passing the GED.

Some applicants are accepted with less than a 2.0 high school GPA and are assigned to a special program to aid them in making progress. A maximum of 12 semester hours may be taken by students assigned to a special program. In addition, supplemental activities may be required. In Fall 1982, 30 percent of the 138 freshmen were admitted conditionally.

Research and Service

In 1981-82, SC reported no expenditures in research and public service.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of Education Approved N-12 Teacher Education Programs for Stillman College.

STILLMAN COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0101 BUSINESS ADMINISTRATION	B.A.	
09. COMMUNICATIONS		
09.9999 COMMUNICATIONS ART	B.A.	
11. COMPUTER AND INFORMATION SCIENCES		
11.0201 COMPUTER PROGRAMMING	B.A.	
13. EDUCATION		
13.1202 ELEMENTARY EDUCATION	B.A.	
13.1203 JUNIOR HIGH SCHOOL	B.A.	
13.1300 TEACHER EDUCATION SPECIFIC SUBJECT AREAS	B.A.	
13.1305 ENGLISH EDUCATION	B.A.	
13.1311 MATHEMATICS EDUCATION	B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
13. EDUCATION (CONTINUED)		
13.1312 MUSIC EDUCATION	B.A.	
13.1314 PHYSICAL EDUCATION	B.A.	
13.1316 SCIENCE EDUCATION	B.S.	
13.1318 SOCIAL STUDIES EDUCATION	B.A.	
23. LETTERS		
23.0101 ENGLISH	B.A.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.S.	
27. MATHEMATICS		
27.0101 MATHEMATICS	B.S.	
38. PHILOSOPHY AND RELIGION		
38.0101 PHILOSOPHY	B.A.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
38. PHILOSOPHY AND RELIGION (CONTINUED)		
38.0201 RELIGION	B.A.	
40. PHYSICAL SCIENCES		
40.0801 PHYSICS	B.S.	
45. SOCIAL SCIENCES		
45.0801 HISTORY	B.A.	
45.1101 SOCIOLOGY	B.A.	
50. VISUAL AND PERFORMING ARTS		
50.0903 MUSIC PERFORMANCE	B.A.	

TOTAL NUMBER OF PROGRAMS:

0	CERTIFICATE
0	ASSOCIATE
21	BACHELORS
0	MASTERS
0	EDUCATION SPECIALIST
0	FIRST PROFESSIONAL
0	DOCTORS

STILLMAN COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY ON 1-6	ON 7-12	STRENGTHENED SUBJECT MATTER OPTION	
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
X2	ELEMENTARY EDUCATION				B															
67	LANGUAGE ARTS							B			B						B	B		
15	MATHEMATICS							B			B						B	B		
28	BIOLOGY							B			B						B	B		
29	CHEMISTRY							B			B						B	B		
30	PHYSICS							B			B						B	B		
22	SOCIAL SCIENCE							B			B						B	B		
A1	MUSIC, INSTRUMENTAL										B									
A0	MUSIC, VOCAL/CHORAL													B						
19	MUSIC, GENERAL (N-8)							B												
86	PHYSICAL EDUCATION													B						
	TOTALS - ACTIVE PROGRAMS ONLY				1			7			7			2			6	6		

TALLADEGA COLLEGE

LOCATION

Talladega College (TC) is located in Talladega, Alabama, a city of approximately 19,000 in the east-central part of the State. The campus occupies a total of 130 acres.

MISSION

Talladega College is dedicated to the growing realization of the basic humanity of all persons and the development of their highest potential under the fatherhood of God and brotherhood of man. It believes that the training of literate humane persons--willing and capable of assuming enlightened personal responsibility in citizenship--is the chief task of the liberal arts college. Special attention is given to identifying and meeting the needs for the highest levels of professional training.

HISTORY

Talladega College, the first college opened to all persons without regard to race in the state of Alabama, began in 1867 as a primary school. The American Missionary Association purchased a brick building, which had been erected in 1853, on an elevation overlooking the town of Talladega from the west; and with four teachers and 140 pupils, the future College began its work in the rudiments of learning. Incorporated in 1869, the College had its charter confirmed and enlarged by the Alabama legislature 20 years later.

The training of leaders in education was the first, and has been a continuing interest of the institution. The first courses offered above elementary grades were normal courses for teachers.

An outline of a course of collegiate grade first appeared in the catalog for the year 1890, and in 1895, the first class was graduated with the bachelor's degree.

GOVERNANCE

Talladega College is governed by a 26-member Board of Trustees. Trustees serve four-year terms. A self-perpetuating body, the Board appoints it own members.

ORGANIZATION AND ADMINISTRATION

Talladega College is administered by a President who is responsible to the Board of Trustees. Assisting the President are the Vice President for Academic Affairs, the Director of Institutional Advancement, the Director of Marketing and Planning, and the Vice President for Administrative Services. Reporting to the Vice President for Academic Affairs are the Registrar, the Librarian, and Chairmen of the Academic Divisions: Education; Humanities; Natural Sciences and Mathematics; and Social Sciences.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, TC had a total of 53 full-time and 10 part-time faculty members. Of the total full-time faculty, 68 percent were male and 32 percent female. Racial composition of the full-time faculty was 45 percent white, 49 percent black, and 6 percent other races. The full-time faculty, 25 percent of whom were tenured, held the following ranks: 40 percent associate professors, 29 percent assistant professors, 16 percent instructors, and 15 percent professors.

Library

The Savery Library houses a collection of approximately 75,000 volumes and subscribes to over 380 periodicals and newspapers.

Facilities

In addition to classrooms and four conference rooms, the facilities at Talladega College include chemistry and biology laboratories, a research laboratory-animal room complex, a physics laboratory, a gym, a swimming pool, a tennis court, and a softball field. The College also has one men's dormitory and three women's dormitories.

FINANCIAL SUPPORT

In 1981-82, TC had total educational and general (E&G) revenues of $4.7 million (excluding auxiliary enterprises). Of the total $4.7 million, 6 percent came from state appropriations, 38 percent came from federal grants and contracts, 19 percent from private gifts, grants and contracts, 5 percent from endowment income, and 31 percent from tuition and fees. Other revenue sources accounted for 1 percent of the total E&G revenues.

Total revenues from all sources (including $1.2 million from auxiliary enterprises) were $5.9 million. Of the total $5.9 million, 5 percent came from state appropriations, 30 percent from federal grants and contracts, 15 percent from private gifts, grants and contracts, 4 percent from endowment income, and 25 percent from tuition and fees. Other revenue sources accounted for 21 percent of total revenues.

ROLE

Instruction

Programs

TC spent $4.5 million (excluding auxiliary enterprises) in 1981-82, of which 39 percent was designated for instruction.

Programs of instruction are offered at the bachelor's level and teacher certification programs are offered at the B level.

In 1981-82, TC conferred 103 degrees, all of which were at the baccalaureate level. Using HEGIS hundred level categories for classification purposes, the baccalaureate degrees were conferred in 9 fields of study. The greatest percentages of baccalaureate degrees were conferred in business and management (19%), public affairs (18%), and social sciences (15%).

Clientele*

Undergraduate:

In Fall 1982, 538 undergraduates (538 FTE) were enrolled at TC, all of whom were full-time students. Approximately 7 percent of the FTE undergraduates were enrolled in off-campus courses. The undergraduate enrollment consisted of 60 percent female students and 40 percent male students, and approximately 97 percent of the undergraduates were between the ages of 18-24. Fifty-six percent of the entering freshmen in Fall 1981 were Alabama residents, and 1 percent were foreign students. The racial composition of undergraduate students in Fall 1982 was less than 1 percent white, 99 percent black, and less than 1 percent other races. The average ACT score for entering freshmen was 13.6 and the average high school GPA was 3.1. Eighty percent of TC's undergraduate students were on financial aid, with 3 percent on outside scholarships and 7 percent on institutional academic scholarships.

Admission Requirements (Freshmen)

A candidate for admission into the General Division (normally the first two years) of Talladega College must have graduated from an approved high school. The grades for at least 15 units of work, together with the recommendation of the principal, and the scores which the applicant has made on SAT or ACT tests, must be submitted as evidence to the Admissions Committee. The units must show sufficient breadth of training from the fields of English, mathematics, science, social science, and modern languages to indicate the possibility of success in a liberal arts college. In special cases admissions may be secured through examination. In Fall 1982, all of Talladega's undergraduates were admitted unconditionally.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Research and Service

In 1981-82, TC reported $0.08 million in research expenditures, over 99 percent of which funded restricted projects. Research expenditures represented 2 percent of the total funds (excluding auxiliary enterprises) expended by TC.

TC also reported $0.02 million in public service expenditures in 1981-82, over 99 percent of which funded restricted public service projects. Public service expenditures represented less than 1 percent of the total funds (excluding auxiliary enterprises) expended by TC.

Talladega College is primarily a teaching institution. As such, its mission does not emphasize research and public service activities.

SCOPE

Since Talladega College has not completed an Academic Program Inventory for the Commission staff, no inventory of academic programs is included. However, the Inventory of State Board of Education Approved N-12 Teacher Education Programs does follow this narrative.

TALLADEGA COLLEGE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY		STRENGTHENED SUBJECT MATTER OPTION	
																	ON 1-6	ON 7-12		
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
06	ENGLISH										B									
28	BIOLOGY										B									
29	CHEMISTRY										B									
40	HISTORY										B									
19	MUSIC, GENERAL (N-6)							B												
86	PHYSICAL EDUCATION										B									
J4	ECE FOR THE HANDICAPPED	B																		
	TOTALS - ACTIVE PROGRAMS ONLY	1						1			5									

TUSKEGEE INSTITUTE

LOCATION

Tuskegee Institute (TI) is located in Tuskegee, Alabama, a city of approximately 14,000 population in the central part of the State. The campus occupies a total of 4,500 acres.

MISSION

The mission of Tuskegee Institute is to serve as a center of comprehensive educational service, ranging from basic continuing education programs through master's level instruction, but with a concentration on career-oriented undergraduate professional training for students whose finest development often requires unusual educational, personal, and financial reinforcement. Specific elements of the mission include the following:

Instruction--To prepare students for effective service in several technical, scientific, and professional fields, undergirded with an appreciation for and competence in the essentials of the arts, sciences, and humanities.

Research--To conduct research which enriches the Institute's instructional and service programs and adds to the world's knowledge.

Service--To serve the campus community and beyond through educational and outreach programs that are compatible with the Institute's central teaching mission.

General--To maintain a campus environment, operational style, and quality of program that help each student--as well as others who are touched--to have a flexible and progressive view of the essential meaning of "know how" and "know why," as well as an appreciation for the finer traits of human personality and a personal commitment to social responsibility.

While Tuskegee's historic commitment of service to black people remains pre-eminent, its admission policies bar no one because of race, nationality, religion, socioeconomic status, place of residence, or sex. Its student and faculty recruitment and development programs are designed to produce a racially and culturally heterogeneous community of mutually respecting scholars devoted to learning, teaching, research, and service. Tuskegee Institute is also a Federal land-grant institution, with an extensive commitment to extension and outreach work.

HISTORY

In 1880, a bill which included a yearly appropriation of $2,000 was passed by the Alabama State Legislature to establish a school for blacks in Macon County. This action was generated by two men, Lewis Adams, a former slave, and George W. Campbell, a former slave owner, who saw the need for the education of Negro youth in this rural Alabama locale.

This bill became law on February 12, 1881 and established Tuskegee Normal School for the training of black teachers. Further, a three-man commission was established to govern the School, and was authorized to recruit and hire a teacher. After considerable recruiting efforts, the commissioners employed Booker T. Washington, who opened the school on July 4, 1881; thus Tuskegee Institute was born. Thirty men and women from Macon and neighboring counties gathered the first day to attend Alabama's first normal school for the training of black teachers.

In 1882, Dr. Washington contracted to buy a 100-acre abandoned plantation, which became the nucleus of Tuskegee's present campus. He began a program of self-help which permitted students to live on the campus and earn all or part of their expenses.

GOVERNANCE

Tuskegee Institute is governed by a 25-member Board of Trustees which consists of five members appointed by the Governor, with the State Superintendent of Education as an ex officio member, and 19 members elected by the Board of Trustees. Appointed trustees serve four-year terms, and elected trustees serve three-year terms.

ORGANIZATION AND ADMINISTRATION

Tuskegee Institute is administered by a President who is responsible to the Board of Trustees. The President is assisted by the Executive Vice President/Provost, as well as the Vice President for Federal and International Relations/Legal Counsel; the Vice President for Business Affairs; the Vice President for Academic Affairs; the Vice President for Administrative Services; the Vice President for Development; and the Dean of Student Affairs. The College is organized into the College of Arts and Sciences and Schools of Agriculture and Home Economics; Business; Education; Engineering and Architecture; Nursing and Allied Health; and Veterinary Medicine; each of which has a Dean who reports to the Vice President for Academic Affairs. The Registrar, the Librarian and the Dean of the Graduate School/Title III Coordinator also report to the Vice President for Academic Affairs.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, Tuskegee Institute had a total of 302 full-time and 32 part-time faculty members. Of the total full-time faculty, 65 percent were male and 35 percent female. Racial composition of the full-time faculty was 30 percent non-black and 70 percent black. The full-time faculty, 47 percent of whom were tenured, held the following ranks: 33 percent assistant professors, 23 percent instructors, 22 percent professors, and 22 percent associate professors.*

Faculty, School of Veterinary Medicine

No data were released on the faculty in the School of Veterinary Medicine.

Library

The Library houses a collection of approximately 250,000 volumes and subscribes to over 1,000 periodicals.

Facilities

The Institute's physical plant is comprised of more than 100 structures. The campus is undergoing a substantial capital improvement effort including renovations of the buildings housing the College of Arts and Sciences; Schools of Education, Agriculture, and Home Economics; the Carver Research Foundation, and other research facilities. The National Park Service recently gave Tuskegee Institute "Grey Columns", an antebellum mansion which will be used as the official residence of Tuskegee Institute's president. A new facility to be constructed at an estimated cost of $12 million will be known as the General Daniel "Chappie" James Center for Aerospace Science and Health Education. It will be part of the School of Engineering. Tuskegee Institute's physical plant also houses a well-equipped 150-bed hospital which serves the local campus (student health services), city, and county communities; and a veterinary medicine complex consisting of both small and large animal clinics. Student dormitories generally provide for two students per room; however, adequate kitchen facilities are not provided in the separate dormitories. Students are all fed in the common Tompkins Hall dining facility. The Institute also has a number of recreational areas and facilities.

FINANCIAL SUPPORT

In 1981-82, TI had total educational and general (E&G) revenues of $32.0 million (excluding auxiliary enterprises and the hospital). Of the total $32.0 million, 7 percent came from state funds, 46 percent from federal grants and contracts, less than 1 percent from local government grants and contracts, 11 percent from private gifts, grants and contracts, 4 percent from endowment income, and 29 percent from tuition and fees. Other revenue sources accounted for more than 3 percent of the total E&G revenues.

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*Tuskegee Institute elected to provide institutional data for tenure and faculty rankings, rather than use HEGIS data.

Total revenues from all sources (including $3.7 million from auxiliary enterprises and $4.3 million from the hospital) were $40.0 million. Of the total $40.0 million, 6 percent came from state funds, 37 percent from federal grants and contracts, less than 1 percent from local government grants and contracts, 9 percent from private gifts, grants, and contracts, 3 percent from endowment income, and more than 23 percent from tuition and fees. Other revenue sources accounted for 22 percent of total revenues.

ROLE

Instruction

Programs

TI spent $31.0 million (excluding auxiliary enterprises and the hospital) in 1981-82, of which 29 percent was designated for instruction.

Programs of instruction are offered at the bachelor's, master's, educational specialist, and first professional levels; teacher certification programs are offered at the B, A, and AA levels.

In 1981-82, TI conferred 622 degrees of which 75 percent were at the baccalaureate level, 17 percent at the master's level, and 8 percent were first professional (veterinary medicine). Using HEGIS hundred level categories for classification purposes, the baccalaureate degrees were conferred in 13 fields of study, master's degrees in 10 fields of study, and first professional degrees in veterinary medicine. The greatest percentages of baccalaureate degrees were conferred in agriculture and natural resources (19%), engineering (15%), and business and management (14%); and the greatest percentages of master's degrees in education (56%), engineering (13%), and agriculture and natural resources (11%).

Clientele*

Undergraduate:

In Fall 1982, 2,939 undergraduates (2,887 FTE) were enrolled at TI, with 97 percent full-time students and 3 percent part-time.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 51 percent female students and 49 percent male students, and approximately 93 percent of the undergraduates were between the ages of 18-24. Thirty percent of the entering freshmen in Fall 1981 were Alabama residents, with 11 percent from Macon and contiguous counties. Approximately 9 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 1 percent white, 86 percent black, and 13 percent other races. No data were released on the average ACT or SAT scores of entering freshmen; however, in Fall 1982, the average high school GPA was 2.8. Eighty-five percent of TI's undergraduate students were on financial aid; no data were available on the percent of undergraduates on outside scholarships or institutional academic scholarships.

Graduate:

TI enrolled 285 graduate students (218 FTE) in Fall 1982, with 65 percent full-time students and 35 percent part-time. All graduate students were enrolled in on-campus courses. The graduate student enrollment consisted of 68 percent male students and 32 percent female students, and 83 percent of the graduate students were between the ages of 25-34. Two percent of entering graduate students in Fall 1981 were Alabama residents, with 14 percent from foreign institutions. The racial composition of graduate students in Fall 1982 was 2 percent white, 68 percent black, and 30 percent other races. No data were available on the standardized test scores, average undergraduate GPA, or percent of entering graduate students on financial aid.

Veterinary Medicine:

In Fall 1982, 216 veterinary medicine students were enrolled at TI, all of whom were full-time, on-campus students. The veterinary medicine enrollment consisted of 50 percent male students and 50 percent female students, and 75 percent of the veterinary medicine students were between the ages of 25-34. Eight percent of the entering veterinary medicine students in Fall 1981 were Alabama residents, with 2 percent from Macon and contiguous counties. Ten percent of the entering veterinary medicine students were foreign students. The racial composition of veterinary medicine students in Fall 1982 was 30 percent white, 47 percent black, and 23 percent other races. No data were available on the average preprofessional undergraduate GPA of veterinary medicine students or the percent of veterinary medicine students on financial aid.

Admission Requirements (Freshmen)

All applicants for the freshman class must take the SAT or ACT for placement purposes. They must also be high school graduates, must have earned credit in 15 units of high school work, and generally rank in the top half of classes. Of the 15 units, 11 are prescribed for all freshman applicants: English (3); history or other social sciences (3); mathematics (3); and science (2). Four additional units must be earned in English, a foreign language, history, or other social sciences, mathematics, or sciences.

Students who have had broad experiences and study may apply to the admissions officer for special admission. Those who have not completed high school must present an official report of subjects, scores from the GED and scores from the SAT. In Fall 1982, 2 percent of Tuskegee Institute's undergraduates were admitted conditionally.

Admission Requirements (Graduate)

Basic requirements for admission to the graduate programs are established by the graduate faculty. The minimum requirements are: 1) a baccalaureate or professional degree earned from a department of approved standing and granted by an accredited college or university; 2) an undergraduate GPA of 2.7; and 3) prerequisite academic work which gives evidence that the applicant should be able to pursue effectively the graduate courses of the department in which specialization is desired.

Prerequisites for graduate work in specific departments may also be required. The individual school or department may also set higher standards than the minimum requirements. In Fall 1982, all graduate students at Tuskegee Institute were admitted unconditionally.

Admission Requirements (First Professional)

Veterinary Medicine:

To be considered for admission to the School of Veterinary Medicine, applicants must present a total of not less than two pre-professional years of college credits (60 semester credits or 90 quarter credits) which have been completed with at least a 2.7 GPA or its equivalent in a recognized college or university. The college or university credits must include courses in the categories listed below, together with electives, to make up the required 60 semester or 90 quarter credits: 1) English composition or communication, 6 credits; 2) physical science, 20 credits; 3) biological science, 9 credits; 4) animal and poultry science, 6 credits; 5) electives in social science and humanities, 6 credits; and 6) free electives, 6 credits.

Persons who do not include animal and poultry science courses in their pre-professional studies may be admitted at the discretion of the Admissions Committee to the School of Veterinary Medicine, if they have fulfilled all other requirements. Such individuals must, in every case, complete these courses prior to attaining third-year status in the School of Veterinary Medicine. This exception does not mean that an applicant may present less than 60 semester or 90 quarter credits for admission. Where animal and poultry science courses have been excluded in the pre-professional studies, the applicant shall have completed a corresponding number of additional credits in the elective categories. Courses required in the professional veterinary curriculum cannot be used to satisfy elective admission requirements. In Fall 1982, all veterinary medicine students at Tuskegee Institute were admitted unconditionally.

Research and Service

In 1981-82, TI reported $2.7 million in research expenditures, 98 of which funded restricted research projects. Research expenditures represented 9 percent of the total funds (excluding auxiliary enterprises and the hospital) expended by TI.

Upgrading and expanding facilities and equipment for research and outreach has been a priority at Tuskegee Institute during the last three years. The Carver Research Foundation has been almost doubled in size, modernized, and provided with up-to-date research laboratories and equipment, plus comfortable faculty officies. The parameters of the Agricultural Experiment Station have been formally defined, a new director named, and 200 additional acres of farm and forestry land purchased. Several new research laboratories have been built on the Experiment Station and new heavy-duty equipment has been purchased. In addition, renovation of Farm Mechanization has been completed and bids have been received for the complete re-development, expansion and modernization of Milbank Hall, where Dr. George Washington Carver did his research.

TI also reported $4.2 million in public service expenditures in 1981-82, 99 percent of which was designated for restricted public service activities. Public service expenditures represented 14 percent of the total funds (excluding auxiliary enterprises and the hospital) expended by TI.

Tuskegee Institute has been involved in international development since the turn of the century through technical assistance provided by faculty overseas through the education of students from abroad, through international conferences sponsored by the Institute, and through collaborative research. The Office of International Programs (OIP) was established in 1983 to coordinate international research and technical assistance and to promote the expansion of programs and curricula to incorporate international perspectives and content. The OIP is also equipped to provide logistical and administrative support for overseas projects.

SCOPE

Refer to the following Academic Program Inventory and the Inventory of State Board of education Aproved N-12 Teacher Education Programs for Tuskegee Institute.

TUSKEGEE INSTITUTE

ACADEMIC PROGRAM INVENTORY

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
02. AGRICULTURAL SCIENCES		
02.0201 ANIMAL SCIENCES, GENERAL	B.S. M.S.	
02.0204 ANIMAL NUTRITION	M.S.	
02.0209 POULTRY	B.S. M.S.	
02.0401 HORTICULTURE	B.S. M.S.	
02.0402 AGRONOMY	B.S. M.S.	
02.0501 SOIL SCIENCES, GENERAL	B.S.	
02.9999 ENVIRONMENTAL SCIENCES	M.S.	
04. ARCHITECTURE AND ENVIRONMENTAL DESIGN		
04.0201 ARCHITECTURE	B.A. M.ARCH.	NAAB
05. AREA AND ETHNIC STUDIES		
05.0201 AFRO-AMERICAN STUDIES	B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
06. BUSINESS AND MANAGEMENT		
06.0201 ACCOUNTING	B.S.	
06.0301 FINANCE	B.S.	
06.0401 BUSINESS ADMINISTRATION & MANAGEMENT	B.S.	
06.1399 MANAGEMENT SCIENCE	B.S.	
06.1401 MARKETING	B.S.	
11. COMPUTER AND INFORMATION SCIENCES		
11.0101 COMPUTER AND INFORMATION SCIENCES	B.S.	
13. EDUCATION		
13.0401 EDUCATION ADMINISTRATION	M.ED. M.S. ED.S.	
13.1005 EDUCATION OF THE EMOTIONALLY HANDICAPPED	B.S. M.ED. M.S.	
13.1006 EDUCATION OF THE MENTALLY HANDICAPPED	B.S. M.ED. M.S.	
13.1101 STUDENT COUNSELING & PERSONNEL	M.ED. M.S.	

(CONTINUED)

CIP/PROGRAM TITLE		DEGREES OFFERED	ACCRED/ LEVEL
13.	EDUCATION (CONTINUED)		
13.1202	ELEMENTARY EDUCATION	B.S. M.ED. M.S. ED.S.	
13.1204	PRE-ELEMENTARY EDUCATION	B.S. M.ED. M.S.	
13.1301	AGRICULTURAL EDUCATION	B.S. M.ED. M.S. ED.S.	
13.1307	HEALTH EDUCATION	B.S.	
13.1309	INDUSTRIAL ARTS EDUCATION	B.S. M.ED. M.S.	
13.1311	MATHEMATICS EDUCATION	B.S. M.ED. M.S.	
13.1314	PHYSICAL EDUCATION	B.S.	
13.1316	BIOLOGY EDUCATION	B.S.	
13.1316	SCIENCE EDUCATION	B.S. M.ED. M.S.	
13.1317	SOCIAL SCIENCE EDUCATION	B.S. M.ED. M.S.	
13.9999	LANGUAGE ARTS EDUCATION	B.S. M.ED. M.S.	
14.	ENGINEERING		
14.0201	AEROSPACE SCIENCE ENGINEERING	B.S.	ABET

(CONTINUED)

CIP/PROGRAM TITLE		DEGREES OFFERED	ACCRED/ LEVEL
14.	ENGINEERING (CONTINUED)		
14.0701	CHEMICAL ENGINEERING	B.S.	ABET
14.1001	ELECTRICAL, ELECTRONICS, AND COMM ENGR	B.S. M.S.	ABET
14.1901	MECHANICAL ENGINEERING	B.S. M.S.	ABET
17.	ALLIED HEALTH		
17.0807	OCCUPATIONAL THERAPY	B.S.	AOTA
18.	HEALTH SCIENCES		
18.0901	MEDICAL LABORATORY TECHNOLOGY	B.S.	
18.1025	RADIOLOGIC TECHNOLOGY	B.S.	AMA/CAHEA
18.1101	NURSING	B.S.	NLN
18.2401	VETERINARY MEDICINE	D.V.M. M.S.	AVMA
19.	HOME ECONOMICS		
19.0501	FOOD SCIENCES & HUMAN NUTRITION	B.S. M.S.	ADA

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
19. HOME ECONOMICS (CONTINUED)		
19.0503 DIETETICS/HUMAN NUTRITION	B.S.	ADA
20. VOCATIONAL HOME ECONOMICS		
20.0103 CLOTHING AND RELATED ARTS	B.S.	
20.0406 FOOD SERVICE MANAGEMENT	B.S.	
21. INDUSTRIAL ARTS		
21.0102 CONSTRUCTION	B.S.	
23. LETTERS		
23.0101 ENGLISH	B.A.	
26. LIFE SCIENCES		
26.0101 BIOLOGY	B.S. M.S.	
26.0501 MICROBIOLOGY	M.S.	
26.0601 ANATOMY	M.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
26. LIFE SCIENCES (CONTINUED)		
26.0603 ECOLOGY	M.S.	
26.0705 PHARMACOLOGY	M.S.	
27. MATHEMATICS		
27.0101 MATHEMATICS	B.S.	
40. PHYSICAL SCIENCES		
40.0501 CHEMISTRY	B.S. M.S.	ACS
40.0801 PHYSICS	B.S.	
44. PUBLIC AFFAIRS		
44.0701 SOCIAL WORK	B.S.	CSWE
45. SOCIAL SCIENCES		
45.0601 ECONOMICS	B.S.	
45.0801 HISTORY	B.S.	

(CONTINUED)

CIP/PROGRAM TITLE	DEGREES OFFERED	ACCRED/ LEVEL
45. SOCIAL SCIENCES (CONTINUED)		
45.1001 POLITICAL SCIENCE AND GOVERNMENT	B.S.	
45.1101 SOCIOLOGY	B.S.	

TOTAL NUMBER OF PROGRAMS:

0	CERTIFICATE
0	ASSOCIATE
49	BACHELORS
29	MASTERS
3	EDUCATION SPECIALIST
1	FIRST PROFESSIONAL
0	DOCTORS

TUSKEGEE INSTITUTE

INVENTORY OF STATE BOARD OF EDUCATION APPROVED N-12 TEACHER EDUCATION PROGRAMS
JUNE 1, 1984

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY		STRENGTHENED SUBJECT MATTER OPTION	
																	ON 1-6	ON 7-12		
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
H5	EARLY CHILDHOOD EDUCATION	B	A																	
K2	ELEMENTARY EDUCATION				B	A	AA													
67	LANGUAGE ARTS							B*	A*		B	A								
15	MATHEMATICS							B*	A*		B	A								
21	SCIENCE, GENERAL							B*	A*		B	A								
28	BIOLOGY										B	A*	AA*							
22	SOCIAL SCIENCE							B*	A*		B	A								
01	AGRIBUSINESS										B	A	AA							
10	HOME ECONOMICS ED							B*			B	A	AA							
H9	HEALTH EDUCATION													B						
11	INDUSTRIAL ARTS													B	A*					
86	PHYSICAL EDUCATION													B	A*					
H3	EMOTIONALLY CONFLICTED													B	A					
K7	MENTALLY RETARDED													B	A					
J0	ADULT BASIC EDUCATON														A					

INACTIVE BEFORE PROGRAM TITLE INDICATES THAT PROGRAM AT ALL CERTIFICATION LEVELS IS INACTIVE

ASTERISK AFTER CERTIFICATION LEVEL INDICATES INACTIVE CERTIFICATION LEVEL

(CONTINUED)

CODE	PROGRAM	N-3			1-6			4-8			7-12			N-12			MIDDLE SCHOOL ENDORSEMENT CLASS B ONLY		STRENGTHENED SUBJECT MATTER OPTION	
																	ON 1-6	ON 7-12		
		B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	A	AA	B	B	A	AA
69	SUPERINTENDENT														A	AA				
66/AO	PRINCIPAL, ECE/ELEMENTARY (N-6)					A														
66/F	PRINCIPAL, HIGH SCHOOL(7-12)											A	AA							
35	SUPERVISOR, GENERAL														A					
E0	SCHOOL COUNSELING														A					
	TOTALS - ACTIVE PROGRAMS ONLY	1	1		1	2	1				7	7	3	5	6	1				

PRIVATE INSTITUTIONAL PROFILES

TWO-YEAR INSTITUTIONS

CONCORDIA COLLEGE

LOCATION

Concordia College (CC) is located in Selma, Alabama, a city of approximately 27,000 in the west central part of the State. The campus occupies a total of 22 acres.

MISSION

Concordia College is a two-year, church-related, coeducational college. The mission of Concordia is to respond to the needs of the church, neighboring communities, and the State by providing for individuals an opportunity for the acquisition of knowledge and development of skills through Christian-oriented educational programs and services in an environment designed to meet their spiritual, academic, social, and physical needs.

Concordia responds to these needs by providing high quality instruction for two-year undergraduate programs in liberal arts and secretarial science. It also provides cultural enrichment activities, continuing education opportunities, developmental activities, and community services for individuals who desire to improve themselves and the communities in which they live.

HISTORY

Concordia College, formerly known as Alabama Lutheran Academy and Junior College, is the direct result of the pioneer Lutheran missionaries in Alabama. In 1916, Miss Rosa Young, concerned about the spiritual and educational welfare of the black people in her native area, directed a plea for help to the Lutheran Synodical Conference of North America. The Conference responded favorably, and within a few years, more than 20 congregations were founded.

In 1919, at a Conference held in Midway, a resolution was adopted to petition the Synodical Conference for funds to build a school for the special purpose of training professional church workers. The location selected for the new school was Selma. The first classes were conducted in a rented cottage in November 1922. The first buildings on the present campus were dedicated on September 20, 1925. One year later, four females made up the School's first graduating class. In 1962, the Synodical Conference transferred the entire ownership, control, and maintenance of the School to The Lutheran Church-Missouri Synod.

GOVERNANCE

Concordia College is part of the synodical system of higher education of the Lutheran Church-Missouri Synod. It is governed by a Board of Regents which is under the supervision of the Board for Professional Education Services. The Board of Regents provides local administrative organization, facilitates the achievement of the purposes for which the Synod operates, and maintains, fosters, and safeguards the religious, academic, and financial interests of Concordia College. The voting membership of the Board of Regents consists of one pastor, one teacher, and three laypersons elected by the convention of the Synod; one pastor, one teacher, and one layperson elected by the geographical district in which Concordia College is located; and the President or District Vice President (as the standing representative) in the geographical district in which Concordia College is located. Pastors and teachers elected to the Board of Regents must be members of the Synod and hold membership in a member congregation of the Synod, and laymen elected to the Board of Regents must also be members of member congregations of the Synod. Board membership is broadly representative of the Synod and includes representation from more than one synodical District. Not more than two of the elective members can be members of the same congregation.

ORGANIZATION AND ADMINISTRATION

The President is the chief executive officer of Concordia College. Reporting to the President are the Dean of Academic Affairs, the Director of Institutional Advancement, the Business Manager, and the Dean of Student Services. Courses at Concordia College are divided into four major Divisions--Humanities and Fine Arts; Theology and Social Sciences; Business, Education, and Psychology; and Mathematics, Natural Sciences, and Physical Education. The Chairpersons of these Divisions report to the Dean of Academic Affairs.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1983*, CC had a total of 10 full-time and 6 part-time faculty members. Of the total full-time faculty, 40 percent were male and 60 percent female. All full-time faculty members were black. The full-time faculty, 9 percent of whom were tenured, held the following ranks: 82 percent assistant professors and 18 percent associate instructors.

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*Faculty information for Fall 1981, consistent with the faculty data provided by most institutions, was not available. Therefore, Fall 1983 data were used.

Library

The Ellwanger-Hunt Learning Resource Center houses a collection of approximately 19,600 volumes and subscribes to over 90 periodicals.

Facilities

In Fall 1982, the CC plant consisted of approximately 0.9 million gross square feet, including 0.6 million net assignable square feet (NASF) of building floor area, of which 0.4 million NASF was non-residential and 0.2 million NASF was residential space. All of the total assignable area was in satisfactory condition.

FINANCIAL SUPPORT

In 1981-82, CC had total educational and general (E&G) revenues of $0.9 million (excluding auxiliary enterprises). Of the total $0.9 million, 9 percent came from federal grants and contracts, 46 percent from private gifts, grants and contracts, 3 percent from endowment income, and 39 percent from tuition and fees. Other revenue sources accounted for 3 percent of the total E&G revenues.

Total revenues from all sources (including $0.2 million from auxiliary enterprises) were $1.1 million. Of the total $1.1 million, 7 percent came from federal grants and contracts, 37 percent from private gifts, grants and contracts, 3 percent from endowment income, and 31 percent from tuition and fees. Other revenue sources accounted for 22 percent of total revenues.

ROLE

Instruction

Programs

CC spent $1.0 million (excluding auxiliary enterprises) in 1981-82, of which 30 percent was designated for instruction.

Programs of instruction are offered at the associate level. In 1981-82, CC conferred 63 degrees, all of which were at the associate level. Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in one field of study--arts and sciences.

Clientele*

Undergraduate:

In Fall 1982, 181 undergraduates (179 FTE) were enrolled at CC, with 98 percent full-time students and 2 percent part-time. All undergraduates were enrolled in on-campus courses. The undergraduate enrollment consisted of 68 percent female students and 32 percent male students, and approximately 77 percent of the undergraduates were between the ages of 18-24. Ninety-six percent of the entering freshmen in Fall 1981 were Alabama residents, with 48 percent from Dallas and contiguous counties. Approximately 2 percent of entering freshmen were foreign students. All undergraduate students in Fall 1982 were black. The average ACT score for entering freshmen was 7.7, the average SAT score was 228, and the average high school GPA was 2.4. All of CC's undergraduate students were on financial aid, with 16 percent on outside scholarships and 2 percent on institutional academic scholarships.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Admission Requirements (Freshmen)

Graduates of regionally and/or state accredited high schools are academically eligible for admission. Graduates of non-accredited high schools can be admitted if they present official certificates indicating successful completion of a four-year course of study on the secondary level based on 20 units or more.

Applicants who cannot comply with these requirements may submit a certificate of high school equivalency issued by Alabama or other State Departments of Education or satisfactory scores on the GED. In Fall 1982, all of Concordia's undergraduate students were admitted unconditionally.

Community Service

Concordia College realizes the importance of a good, strong relationship with the communities that it serves, especially the one in which it is located. To strengthen the relationship, the College seeks greater involvement of community leaders on various advisory boards that help determine the direction in which Concordia should move as it seeks to expand its services and improve their quality.

As a part of Selma and of Dallas County, Concordia helps the local communities by bringing various groups of people from across the country to this area, by providing postsecondary education and cultural activities to many people in the communities who otherwise might not have access to such opportunities, by training individuals for service in local communities, by spreading the Word of God among people in the communities served, and by increasing the educational level of people in the service area.

Since a number of Concordia's facilities are available for use by the communities served, various groups, such as Boy Scout Clubs and sororities or fraternities, frequently hold their meetings at the College. Concordia also encourages its faculty, staff and students to get involved in community affairs such as civic and charitable organizations. Also, the College provides speakers, and musical and dramatic performances throughout the southeastern area of the country.

SCOPE

Refer to the following Academic Program Inventory for Concordia College.

CONCORDIA COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/FIELD OF STUDY/INSTITUTION DESIGNATION	FORMAL AWARDS OFFERED
24. LIBERAL/GENERAL STUDIES	
24.0101 ASSOCIATE IN ARTS	A.A.

TOTAL NUMBER OF PROGRAMS:

0 CERTIFICATE
0 DIPLOMA
1 ASSOCIATE

MARION MILITARY INSTITUTE

LOCATION

Marion Military Institute (MMI) is located in Marion, Alabama, a town of approximately 5,000 population in the west central part of the State. The campus consists of a total of 187 acres.

MISSION

Marion Military Institute is a military school devoted to excellence in education. The primary purpose of the school is to provide a sound academic program. The curricula of both the College and the Preparatory School are based on the assumption that the cadets plan to graduate from a senior college or a university. Marion Military Institute continually strives to provide the very best instruction and very finest facilities to create an atmosphere that is intellectually inspiring. The faculty and staff make very effort to assist each cadet in developing intellectual, physical, moral, social and leadership potential. Within this educational environment, a Service Academy Preparation Program is conducted to prepare students for the national service academies.

Marion Military Institute provides a well organized military training program under the direction of experienced, dedicated and proven leaders. Participation in the JROTC (preparatory school) or the SROTC (college) Program allows cadets to develop leadership skills and military professionalism which may lead to a commission as a second lieutenant in the Army of the United States either in the two-year or four-year ROTC Program. Military training encourages self discipline and fosters poise and social adaptability. Moreover, it helps to develop a sense of duty to one's group. In essence, the entire program at Marion Military Institute is a laboratory in leadership designed to benefit cadets in civilian, as well as military pursuits.

HISTORY

When Howard College was moved to Birmingham, Alabama in 1887, its president, Colonel James Thomas Murfee, remained in Marion. The land and facilities which had been granted to Howard College in 1842 reverted to their original donors, who then deeded them to a seven-man Board of Trustees, of which Colonel Murfee was a member. In 1887, Colonel Murfee established The Marion Military Institute, which was chartered by the state of Alabama under that name two years later.

In 1910, the charter was revised, and the name of the institution was changed to The Marion Institute, but the original name was restored in 1975.

President Hopson O. Murfee reduced emphasis on military training and tried to pattern MMI after the great English schools. Because of World War One, however, the Institute became instead the military junior college and preparatory school that it has remained.

MMI has prepared candidates for the national service academies since 1910, and since 1916 their preparation has been greatly facilitated by the support of Army ROTC units on campus. MMI is a charter member of the American Association of Junior Colleges and was admitted to the Southern Association of Colleges and Schools in 1926.

Like most military schools, MMI suffered sharp drops in enrollment during the Korean and Vietnam Wars; but as anti-military sentiment dissipated, enrollment stabilized, began a steady growth, and has continued to increase toward the objective of 500 boarding students.

MMI has long been designated an "honor military school", and has achieved increased importance as a source of officers for the armed forces.

GOVERNANCE

MMI's original 1889 charter, revised in 1910, 1960, and 1979, is the legal authority for the Institute. The charter vests a Board of Trustees with the power and authority to organize and administer a preparatory school and junior college. The Board is a totally independent, self-perpetuating body composed of at least 12 and not more than 15 members who are elected for life. As vacancies occur, the Board elects new members who have a genuine abiding interest in MMI and its purposes. The President, Executive Vice President, and Business Manager are ex officio members of the Board.

ORGANIZATION AND ADMINISTRATION

The President of MMI is the chief executive officer. He administers the institution through the Executive Vice President and the administrative staff and faculty. The President's Executive Council advises him regularly on policies and procedures and includes the Executive Vice President; the Vice President for Academic Affairs; the Vice President for Alumni Affairs and Public Relations; the Vice President for Business Affairs; the Commandant; the Director of Athletics; the Professor of Military Science; the Director of Planning and Development; the Director of Admissions; and the Dining Hall Manager. The Vice President for Academic Affairs is the Academic Dean of the Junior College and the Superintendent/Principal of the Preparatory School and is responsible for the planning and supervision of both academic programs. The Professor of Military Science has general supervision over and responsibility for all ROTC instruction, and the Dean of Service Academy Preparation, who is also the Director of Admissions, prepares aspirants for admissions to all five U.S. service academics.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, MMI had a total of 18 full-time faculty members. Of the total full-time faculty, 83 percent were male and 17 percent female. Racial composition of the full-time faculty was 94 percent white and 6 percent black. The full-time faculty, 55 percent of whom were tenured, all held undesignated faculty rank.

Library

The Baer Memorial Library houses a collection of approximately 28,000 volumes and subscribes to over 127 periodicals.

Facilities

In Fall 1983, the MMI plant consisted of approximately 0.3 million gross square feet, including 0.2 million net assignable square feet (NASF) of building floor area, of which 0.05 million NASF was non-residential and 0.15 million NASF was residential space. Of the total assignable area, 77 percent was in satisfactory condition and 23 percent was restorable.

FINANCIAL SUPPORT

In 1981-82, MMI had total educational and general (E&G) revenues of $1.8 million (excluding auxiliary enterprises). Of the total $1.8 million, 17 percent came from state appropriations, 1 percent from federal grants and contracts, 10 percent from private gifts, grants and contracts, and 68 percent from tuition and fees. Other revenue sources accounted for 4 percent of the total E&G revenues.

Total revenues from all sources (including $1.1 million from auxiliary enterprises) were $2.9 million. Of the total $2.9 million, 10 percent came from state appropriations, 1 percent from federal grants and contracts, 6 percent from private gifts, grants and contracts, and 43 percent from tuition and fees. Other revenue sources accounted for 40 percent of total revenues.

ROLE

Instruction

Programs

MMI spent $1.8 million (excluding auxiliary enterprises) in 1981-82, of which 21 percent was designated for instruction.

Programs of instruction are offered at the associate level.

In 1981-82, MMI conferred 52 degrees, all of which were at the associate level. Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in one field of study--arts and sciences.

Clientele*

Undergraduate:

In Fall 1982, 318 undergraduates (318 FTE) were enrolled at MMI, all of whom were full-time students enrolled in on-campus courses. The undergraduate enrollment consisted of 100 percent male students, and all of the undergraduates were between the ages of 18-24. No data were available on the source of entering freshmen. The racial composition of undergraduate students was 92 percent white, 6 percent black, and 2 percent other races. The average ACT score for entering freshmen was 21 and the average SAT score was 915. No data were available on the average high school GPA. Sixty-three percent of MMI's undergraduate students were on financial aid, with 24 percent on outside scholarships and 6 percent on institutional academic scholarships.

Admission Requirements (Freshmen)

Students seeking admission to Marion Military Institute must be of good moral character, demonstrate ability for scholastic success, and be physically fit to participate in the varied programs. Candidates must have graduated from high school or, in exceptional cases, GED scores may be acceptable in lieu of a high school diploma. Applicants must take the school's entrance examination or submit acceptable scores on the ACT, SAT, or Armed Forces Qualifications Test. Grades and references from high schools are also very important criteria for admission. Prospective students and their families are encouraged to visit the campus prior to matriculation. In Fall 1982, all of MMI's undergraduate students were admitted unconditionally.

Community Service

While MMI has no formal statement of community service, there is a cooperative relationship between the town and the institution. Facilities and personnel are made available as required by the local community.

SCOPE

Refer to the following Academic Program Inventory for Marion Military Institute.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

MARION MILITARY INSTITUTE

ACADEMIC PROGRAM INVENTORY

CIP/FIELD OF STUDY/INSTITUTION DESIGNATION	FORMAL AWARDS OFFERED
24. LIBERAL/GENERAL STUDIES	
24.0101 ASSOCIATE IN ARTS	A.A.
24.0199 ASSOCIATE IN SCIENCE	A.S.

TOTAL NUMBER OF PROGRAMS:

0 CERTIFICATE
0 DIPLOMA
2 ASSOCIATE

WALKER COLLEGE

LOCATION

Walker College (WC) is located in Jasper, Alabama, a city of approximately 12,000 in the north-central part of the State. The campus occupies a total of 37 acres.

MISSION

Walker College is a small, private, nonsectarian two-year college which offers academic and limited community service programs designed to provide quality education to both traditional and nontraditional students at moderate cost to both commuting and residential students in an environment supportive of the needs of the individual student.

HISTORY

The movement for a junior college in Jasper began in the Fall of 1937 when Dr. Carl A. Jesse, then Dean of Cheatham Conservatory, voiced the need for higher education in Walker County. The movement gained momentum during the first months of 1938. Mass meetings were held and the college was actually established in September, 1938, with a faculty of four and a student body of 45.

In 1941, the College was provided with its present site by the City of Jasper. The Administration Building, built as a part of the Federal Works Project Administration, was situated atop a hill overlooking a wooded campus.

A Building and Development Program was instituted in 1956 for construction of additional buildings; and attention was directed toward increased enrollment, more current instructional equipment and an ascending scale of excellence of instruction. Since 1956, the number of buildings has been increased to 15.

GOVERNANCE

Walker College is governed by an 18-member, self-perpetuating Board of Trustees. Trustees serve three-year terms, with one-third being elected each year.

ORGANIZATION AND ADMINISTRATION

The chief executive officer at Walker College is the President. He is assisted by the Vice President. Reporting to the Vice President are the Dean of Academic Affairs and Admissions, the Director of Intercollegiate Athletics, the Director of Development, and the Dean of Students. The College is organized into four academic Divisions: Humanities; Science and Mathematics; Social Sciences; and Nursing; each of which has a Chairperson who reports to the Dean of Academic Affairs and Admissions. The Head Librarian and Registrar also report to the Dean of Academic Affairs and Admissions.

ACADEMIC RESOURCES AND FACILITIES

Faculty

In Fall 1981, WC had a total of 19 full-time and 16 part-time faculty members. Of the total full-time faculty, 63 percent were male and 37 percent female. Racial composition of the full-time faculty was 94 percent white and 6 percent other races. The full-time faculty, 88 percent of whom were tenured, were all ranked as instructors.

Library

The Library houses a collection of approximately 20,500 volumes and subscribes to over 190 periodicals.

Facilities

In Fall 1982, the WC plant consisted of approximately 0.1 million gross square feet, including 0.09 million net assignable square feet (NASF) of building floor area, of which 0.07 million NASF was nonresidential and 0.02 million NASF was residential space. Of the total assignable area, 70 percent was in satisfactory condition and 30 percent was restorable.

FINANCIAL SUPPORT

In 1981-82, WC had total educational and general (E&G) revenues of $1.4 million (excluding auxiliary enterprises). Of the total $1.4 million, 28 percent came from state appropriations, less than 1 percent from federal grants and contracts, 7 percent from private gifts, grants and contracts, 16 percent from endowment income, and 45 percent from tuition and fees. Other revenue sources accounted for 3 percent of the total E&G revenues.

Total revenues from all sources (including $0.1 million from auxiliary enterprises) were $1.5 million. Of the total $1.5 million, 26 percent came from state appropriations, less than 1 percent from federal grants and contracts, more than 6 percent from private gifts, grants and contracts, 15 percent from endowment income, and 42 percent from tuition and fees. Other revenue sources accounted for 10 percent of total revenues.

ROLE

Instruction

Programs

WC spent $1.2 million (excluding auxiliary enterprises) in 1981-82, of which 35 percent was designated for instruction.

Programs of instruction are offered at the associate level.

In 1981-82, WC conferred 106 degrees, all of which were at the associate level. Using HEGIS hundred level categories for classification purposes, the associate degrees were conferred in 1 field of study--arts and sciences.

Clientele*

Undergraduate:

In Fall 1982, 712 undergraduates (600 FTE) were enrolled at WC, with 67 percent full-time students and 33 percent part-time. Less than 1 percent of the FTE undergraduates were enrolled in off-campus courses. The undergraduate enrollment consisted of 60 percent female students and 40 percent male students, and approximately 79 percent of the undergraduates were between the ages of 18-24. Ninety-nine percent of the entering freshmen in Fall 1981 were Alabama residents, with 93 percent from Walker and contiguous counties. Less than 1 percent of entering freshmen were foreign students. The racial composition of undergraduate students in Fall 1982 was 90 percent white, 9 percent black, and 1 percent other races. The average ACT score for entering freshmen was 15.9, and the average high school GPA was 3.1. Fifty-seven percent of WC's undergraduate students were on financial aid, with 1 percent on outside scholarships and 11 percent on institutional academic scholarships.

Admission Requirements (Freshmen)

To be admitted as a freshman, Walker College requires that a student be a graduate of an accredited high school with at least 20 units of credit, including the following: English (4), social science (2), mathematics (1), and science (1). Any person who is not a high school graduate may be admitted on the basis of a specified score on the GED. All students must take the ACT as a part of the admissions requirements. The ACT requirement may be waived by the Academic Dean for those students who have been out of high school for five years or more, unless their career programs have specific ACT requirements. In Fall 1982, all of Walker College's undergraduates were admitted unconditionally.

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*Unless otherwise indicated, all data in the "Clientele" section refer to Fall 1982.

Community Service

As part of its community service commitment, Walker College provides credit and non-credit courses in response to demonstrated community needs; provides facilities, and in some instances, hosts civic, professional and charity groups; provides speakers to professional and civic groups; conducts and hosts workshops and camps in response to community needs; encourages faculty and staff to be active, involved members of their respective communities; and encourages campus student organizations to perform community service projects.

In the last three years, credit course offerings included Real Estate, Income Tax Procedures, and Introduction to Computer Science for Teachers; and non-credit courses have included Conversational French, Photography, Flower Arranging, and Social Dancing.

The Kiwanis and Rotary have met in the dining hall, and the following organizations/agencies have also met on the campus: United Way, Insurance Underwriters, Regional PTA, EMT Association, Birmingham News Spelling Bee, Mining Safety Council, County Academic Tournament, Regional Principals Association, and the Civic Concert Association. Several faculty members have given programs at civic and professional meetings; and band camps, financial aid workshops, basketball camps, cheerleading workshops, and the high school scholars' bowl have been held on campus. Many faculty and staff members belong to professional, civic and cultural organizations and have held positions of leadership in these organizations; and campus student organizations have regularly engaged in projects to aid the elderly, disadvantaged youth, and other charitable organizations.

SCOPE

Refer to the following Academic Program Inventory for Walker College.

WALKER COLLEGE

ACADEMIC PROGRAM INVENTORY

CIP/FIELD OF STUDY/INSTITUTION DESIGNATION	FORMAL AWARDS OFFERED	
07. BUSINESS AND OFFICE		
07.0199 ASSO. IN APPLIED SCIENCE IN BUS. ADMIN.	A.A.S.	
07.0601 SECRETARIAL SCIENCE	DIPL.	
11. COMPUTER AND INFORMATION SCIENCES		
11.0101 ASSO. IN SCIENCE IN COMPUTER SCIENCE	A.S.	
14. ENGINEERING		
14.0101 ASSO. IN SCIENCE IN BASIC ENGINEERING	A.S.	
17. ALLIED HEALTH		
17.9999 ASSO. IN APPLIED SCIENCE	A.A.S.	
18. HEALTH SCIENCES		
18.1101 ASSOCIATE IN NURSING	A.S.	NLN
24. LIBERAL/GENERAL STUDIES		
24.0101 ASSOCIATE IN ARTS	A.A.	

(CONTINUED)

CIP/FIELD OF STUDY/INSTITUTION DESIGNATION	FORMAL AWARDS OFFERED
24.0199 ASSOCIATE IN SCIENCE	A.S.

TOTAL NUMBER OF PROGRAMS:

0 CERTIFICATE
1 DIPLOMA
7 ASSOCIATE

APPENDICES

APPENDIX A

SUMMARY TABLES

Note: The following tables provide summaries of the data that are included in the Profiles. Sources of all data are listed at the bottom of each table. The reader will note a difference in the total full-time faculty in Tables 1 and 3, even though the data are for the same year. This difference is due to the way full-time faculty is defined by the Higher Education Staff Information (EEO-6) survey and the NCES Form 2300-3, Salaries, Tenure and Fringe Benefits of Full-time Instructional Faculty.

In some cases, it was necessary to abbreviate the names of the institutions in order to fit all data on a particular table. The abbreviations are as follows:

AL CH - Alabama Christian College
BIR SOU - Birmingham Southern College
HUNT - Huntingdon College
JUDSON - Judson College
MILES - Miles College
MOBILE - Mobile College
SAMFORD - Samford University
SE BIB - Southeastern Bible College
SP HILL - Spring Hill College
STILLMAN - Stillman College
TALLAD - Talladega College
TUSKEGEE - Tuskegee Institute
CONCOR - Concordia College
MARION - Marion Military Institute
WALKER - Walker College

TABLE 1

FACULTY, FALL 1981

INSTITUTION	Total Faculty	Full-time Faculty	Percent Full-time Faculty	Part-time Faculty	Percent Part-time Faculty
Four-Year:					
Alabama Christian	94	43	46%	51	54%
Birmingham-Southern	128	91	71%	37	29%
Huntingdon	60	43	72%	17	28%
Judson	40	26	65%	14	35%
Miles	90	65	72%	25	28%
Mobile	67	54	81%	13	19%
Oakwood	106	71	67%	35	33%
Samford	252	200	79%	52	21%
Southeastern Bible	23	19	83%	4	17%
Spring Hill	77	56	73%	21	27%
Stillman	59	49	83%	10	17%
Talladega	63	53	84%	10	16%
Tuskegee	334	302	90%	32	10%
TOTAL	1,393	1,072	77%	321	23%
Two-Year:					
Concordia	16	10	63%	6	38%
Marion Military	18	18	100%	0	0%
Walker	35	19	54%	16	46%
TOTAL	69	47	68%	22	32%

Note: Slight differences in these percentages from the figures in the Profiles are due to rounding.

*Faculty data for Birmingham-Southern College are for Fall 1983, not Fall 1981.

**Faculty data for Concordia College are for Fall 1983, not Fall 1981.

SOURCE: Higher Education Staff Information (EEO-6). Fall 1981 and Institutional Data.

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TABLE 2

SEX AND RACE OF FULL-TIME FACULTY, FALL 1981

INSTITUTION	Percent Male Faculty	Percent Female Faculty	Percent White Faculty	Percent Black Faculty	Percent Other Faculty
Four-Year:					
Alabama Christian	71%	29%	95%	5%	--
Birmingham-Southern	62%	38%	98%	--	2%
Huntingdon	76%	24%	100%	--	--
Judson	58%	42%	100%	--	--
Miles	45%	55%	14%	82%	4%
Mobile	46%	54%	100%	--	--
Oakwood	51%	49%	13%	87%	--
Samford	59%	41%	98%	1%	1%
Southeastern Bible	68%	32%	100%	--	--
Spring Hill	73%	27%	98%	2%	--
Stillman	49%	51%	30%	57%	13%
Talladega	68%	32%	45%	49%	6%
Tuskegee	65%	35%	--	70%	30%
Two-Year:					
Concordia	40%	60%	--	100%	--
Marion Military	83%	17%	94%	6%	--
Walker	63%	37%	94%	--	6%

Note: Slight differences in these percentages from the figures in the Profiles are due to rounding.

*Faculty data for Birmingham-Southern College are for Fall 1983, not Fall 1981.

**Tuskegee elected to use the categories of "black" and "non-black", rather than "white", "black", and "nonwhite." Thus, the 30% on the "other" category refers to all "non-black" faculty, including "white".

***Faculty data for Concordia College are for Fall 1983, not Fall 1981.

SOURCE: Higher Education Staff Information (EEO-6), Fall 1981 and Institutional Data.

TABLE 3

FULL-TIME FACULTY BY RANK, FALL 1981

INSTITUTION	Total Full-time Faculty	Prof.	Percent Prof.	Assoc. Prof.	Percent Assoc. Prof.	Asst. Prof.	Percent Asst. Prof.	Instruct.	Percent Instruct.	Undesig. Rank	Percent Undesig. Rank	Percent Tenured
Four-Year:												
AL CH	32	6	19%	2	6%	8	25%	16	50%	0	0%	38%
BIR SOU	174	30	17%	20	11%	34	20%	3	2%	87	50%	52%
HUNTINGDON	39	13	33%	7	18%	13	33%	6	15%	0	0%	44%
JUDSON	25	9	36%	5	20%	7	28%	4	16%	0	0%	56%
MILES	65	4	6%	17	26%	23	35%	21	32%	0	0%	48%
MOBILE	57	9	16%	5	9%	29	51%	14	25%	0	0%	16%
OAKWOOD	71	8	11%	18	25%	34	48%	11	15%	0	0%	NA
SAMFORD	199	63	32%	40	20%	71	36%	25	13%	0	0%	34%
SE BIB	16	16	100%	0	0%	0	0%	0	0%	0	0%	0%
SP HILL	45	11	24%	12	27%	17	38%	5	11%	0	0%	51%
STILLMAN	36	6	17%	11	31%	8	22%	8	22%	3	8%	50%
TALLADEGA	48	7	15%	19	40%	14	29%	8	17%	0	0%	25%
TUSKEGEE	321	50	16%	35	11%	89	28%	138	43%	9	3%	35%
TOTAL	1,128	232	21%	191	17%	347	31%	259	23%	99	9%	
Two-Year:												
CONCORDIA	14	1	7%	3	21%	10	71%	0	0%	0	0%	36%
MARION	20	0	0%	0	0%	0	0%	0	0%	20	100%	55%
WALKER	17	0	0%	0	0%	0	0%	17	100%	0	0%	88%
TOTAL	51	1	2%	3	6%	10	20%	17	33%	20	39%	

Note: Slight differences in these percentages from the figures in the Profiles are due to rounding.
*Faculty data for Birmingham-Southern College are for Fall 1983, not Fall 1981
**NA denotes information is not available.

SOURCE: NCES Form 2300-3, Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty, 1981-82 and Institutional Data.

TABLE 4

FACILITIES, FALL 1982 (in millions)

INST.	Gross Square Feet	Net Assign. Sq. Ft.	Non-Resid. NASF	Resid. NASF	NASF % Sat. Cond.	 % Restore. Cond.	 % Non-Restore. Cond.
Four Year:							
AL CH	0.80	0.60	0.52	0.08	85%	15%	--
BIR SOU	0.70	NA	0.50	0.20	NA	NA	NA
HUNTINGDON	0.37	0.29	0.14	0.15	85%	15%	--
JUDSON	NA	NA	NA	NA	NA	NA	NA
MILES	NA	NA	NA	NA	NA	NA	NA
MOBILE	0.22	0.13	0.12	0.01	100%	--	--
OAKWOOD	NA	NA	NA	NA	NA	NA	NA
SAMFORD	0.90	0.70	0.50	0.20	85%	15%	--
SE BIB	NA	NA	NA	NA	NA	NA	NA
SP HILL	0.52	0.49	0.31	0.18	98%	2%	--
STILLMAN	0.28	0.22	0.12	0.10	96%	4%	--
TALLADEGA	NA	NA	NA	NA	NA	NA	NA
TUSKEGEE	NA	NA	NA	NA	NA	NA	NA
Two-Year:							
CONCORDIA	0.90	0.60	0.40	0.20	100%	--	--
MARION	0.30	0.20	0.05	0.15	77%	23%	--
WALKER	0.10	0.09	0.07	0.02	70%	30%	--

*Figures for Mobile College are for Fall 1983, not Fall 1982.

**Figures for Marion Military Institute are for Fall 1983, not Fall 1982.

***NA indicates that facilities information was "not available" in this format; however, all institutions have facilities data in their Profiles.

SOURCE: Institutional Data.

TABLE 5

REVENUES (Including Auxiliary Services & the Hospital) IN 1981-82

INST.	Total Revenues ($000's)	State Funds ($000's)	Percent State Funds	Federal Funds ($000's)	Percent Federal Funds	Priv Gifts Grants & Contracts ($000's)	Percent Priv Gifts Grants & Contracts	Endow-ment ($000's)	Percent Endow-ment	Tuition and Fees ($000's)	Percent Tuition and Fees	Other (Inc. Aux. & Hosp.) ($000's)	Percent Other (Inc. Aux. & Hosp.)
Four-Year:													
AL CH	4,362	--	0%	164	4%	1,045	24%	11	0%	2,360	54%	782	18%
BIR SOU	10,818	--	0%	779	7%	2,982	28%	1,058	10%	4,007	37%	1,992	18%
HUNT	3,521	--	0%	326	9%	651	18%	306	9%	1,307	37%	931	26%
JUDSON	2,170	--	0%	169	8%	679	31%	103	5%	636	29%	583	27%
MILES	5,912	--	0%	2,404	41%	949	16%	43	1%	1,771	30%	745	13%
MOBILE	3,853	--	0%	59	2%	993	26%	--	0%	2,065	54%	736	19%
OAKWOOD	9,987	--	0%	360	4%	2,307	23%	--	0%	4,894	49%	2,426	24%
SAMFORD	15,694	--	0%	330	2%	2,696	17%	395	3%	9,381	60%	2,892	18%
SE BIB	1,195	--	0%	--	0%	366	31%	--	0%	490	41%	339	28%
SP HILL	6,601	--	0%	973	15%	581	9%	347	5%	3,289	50%	1,411	21%
STILLMAN	4,735	--	0%	1,847	39%	588	12%	204	4%	1,048	22%	1,048	22%
TALLADEGA	5,892	312	5%	1,780	30%	888	15%	245	4%	1,460	25%	1,207	20%
TUSKEGEE	40,021	2,164	5%	14,703	37%	3,681	9%	1,398	3%	9,189	23%	8,887	22%
TOTAL	114,761	2,476	2%	23,894	21%	18,406	16%	4,110	4%	41,896	37%	23,979	21%
Two Year:													
CONCORDIA	1,111	--	0%	74	7%	409	37%	30	3%	343	31%	255	23%
MARION	2,949	308	10%	26	1%	186	6%	--	0%	1,260	43%	1,169	40%
WALKER	1,465	386	26%	1	0%	95	6%	219	15%	617	42%	147	10%
TOTAL	5,525	694	13%	101	2%	690	12%	249	5%	2,220	40%	1,571	28%

Note: Slight differences in these percentages from the figures in the Profiles are due to rounding.

SOURCE: NCES Form 2300-4, Financial Statistics of Institutions of Higher Education, FY Ending 1982.

TABLE 6

REVENUES (Excluding Auxiliary Services & the Hospital) IN 1981-82

INST.	Total Revenues ($000's)	State Funds ($000's)	Percent State Funds	Federal Funds ($000's)	Percent Federal Funds	Priv Gifts Grants & Contracts ($000's)	Percent Priv Gifts Grants & Contracts	Endowment ($000's)	Percent Endowment	Tuition and Fees ($000's)	Percent Tuition and Fees	Other Source ($000's)	Percent Other
Four-Year:													
AL CH	3,671	--	0%	164	4%	1,045	28%	11	0%	2,360	64%	91	2%
BIR SOU	9,281	--	0%	779	8%	2,982	32%	1,058	11%	4,007	43%	455	5%
HUNT	2,707	--	0%	326	12%	651	24%	306	11%	1,307	48%	117	4%
JUDSON	1,652	--	0%	169	10%	679	41%	103	6%	636	38%	65	4%
MILES	5,365	--	0%	2,404	45%	949	18%	43	1%	1,771	33%	198	4%
MOBILE	3,329	--	0%	59	2%	993	30%	--	0%	2,065	62%	212	6%
OAKWOOD	7,617	--	0%	360	5%	2,307	30%	--	0%	4,894	64%	56	1%
SAMFORD	13,625	--	0%	330	2%	2,696	20%	395	3%	9,381	69%	823	6%
SE BIB	861	--	0%	--	0%	366	43%	--	0%	490	57%	5	1%
SP HILL	5,410	--	0%	973	18%	581	11%	347	6%	3,289	61%	220	4%
STILLMAN	3,749	--	0%	1,847	49%	588	16%	204	5%	1,048	28%	62	2%
TALLAD	4,740	312	7%	1,780	38%	888	19%	245	5%	1,460	31%	55	1%
TUSKEGEE	32,032	2,164	7%	14,703	46%	3,681	11%	1,398	4%	9,188	29%	898	3%
TOTAL	94,039	2,476	3%	23,894	25%	18,406	20%	4,110	4%	41,896	45%	3,257	3%
Two-Year:													
CONCOR	881	--	0%	74	8%	409	46%	30	3%	343	39%	25	3%
MARION	1,846	308	17%	26	1%	186	10%	--	0%	1,260	68%	66	4%
WALKER	1,358	386	28%	1	0%	95	7%	219	16%	617	45%	40	3%
TOTAL	4,085	694	17%	101	2%	690	17%	249	6%	2,220	54%	131	3%

Note: Slight differences in these percentages from the figures in the Profiles are due to rounding.

SOURCE: NCES Form 2300-4, Financial Statistics of Institutions of Higher Education, FY Ending 1982.

TABLE 7

LEVELS OF PROGRAMS OFFERED IN 1981-82

INSTITUTION	Programs of Instruction							Teacher Certification		
	Certificate	Associate	Bachelor's	Master's	Ed. Specialist	Doctoral	First Prof.	B	A	AA
Four-Year:										
ALABAMA CHRISTIAN	X	X	X					X		
BIR-SOUTHERN			X	X				X		
HUNTINGDON		X	X					X		
JUDSON			X					X		
MILES			X					X		
MOBILE		X	X					X		
OAKWOOD		X	X					X		
SAMFORD		X	X	X	X		X	X	X	X
SOUTHEASTERN BIBLE	X	X	X	X				X		
SPRING HILL			X	X				X	X	X
STILLMAN			X					X		
TALLADEGA			X					X		
TUSKEGEE			X	X	X		X	X	X	X
Two-Year:										
CONCORDIA		X								
MARION		X								
WALKER		X								

SOURCES: NCES Form 2300-2.1A, Degrees and Other Formal Awards Conferred, 1981-82.

Teacher Certification Inventory, ACHE, June 1, 1984.

Academic Program Inventory, ACHE, June 1, 1984.

TABLE 8

NUMBER OF FIELDS OF STUDY IN WHICH DEGREES CONFERRED IN 1981-82

INSTITUTION	Associate	Baccalaureate	Master's	First Professional
Four-Year:				
ALABAMA CHRISTIAN	3			
BIRMINGHAM-SOUTHERN		12		
HUNTINGDON	1	14		
JUDSON		11		
MILES		10		
MOBILE	1	6		
OAKWOOD	3	14		
SAMFORD	3	16	7	1
SOUTHEASTERN BIBLE	1	2		
SPRING HILL		12		
STILLMAN		7		
TALLADEGA		9		
TUSKEGEE		13	10	1
Two-Year:				
CONCORDIA	1			
MARION	1			
WALKER	1			

SOURCE: NCES Form 2300-2.1A. Degrees and Other Formal Awards Conferred, 1981-82.

TABLE 9

PERCENT OF STATE TOTAL OF DEGREES CONFERRED BY INSTITUTION IN 1981-82

INSTITUTION	Total Degrees Conferred	% of State Total Degrees	Total Assoc. Degrees Conferred	% of State Total Assoc. Degrees	Total Bacc. Degrees Conferred	% of State Total Bacc. Degrees	Total Master's Degrees Conferred	% of State Total Master's Degrees	Total First Prof. Degrees Conferred	% of State Total First Prof. Degrees
Four-Year:										
ALABAMA CHRISTIAN	134	4%	134	37%	0	0%	0	0%	0	0%
BIR SOU	309	10%	0	0%	309	13%	0	0%	0	0%
HUNTINGDON	116	4%	1	0%	115	5%	0	0%	0	0%
JUDSON	74	2%	0	0%	74	3%	0	0%	0	0%
MILES	121	4%	0	0%	121	5%	0	0%	0	0%
MOBILE	196	6%	69	19%	127	6%	0	0%	0	0%
OAKWOOD	212	7%	33	9%	179	8%	0	0%	0	0%
SAMFORD	922	30%	120	33%	499	22%	113	52%	190	79%
SOUTHEASTERN BIBLE	42	1%	5	1%	37	2%	0	0%	0	0%
SPRING HILL	163	5%	0	0%	163	7%	0	0%	0	0%
STILLMAN	106	3%	0	0%	106	5%	0	0%	0	0%
TALLADEGA	103	3%	0	0%	103	4%	0	0%	0	0%
TUSKEGEE	622	20%	0	0%	467	20%	105	48%	50	21%
TOTAL	3,120		362		2,300		218		240	
Two-Year:										
CONCORDIA	63	29%	63	29%						
MARION	52	24%	52	24%						
WALKER	106	48%	106	48%						
TOTAL	221		221							

SOURCE: Form 2300-2.1A. Degrees and Other Formal Awards Conferred, 1981-82.

TABLE 10

DEGREES CONFERRED IN 1981-82 BY INSTITUTION AND LEVEL

INSTITUTION	Total Degrees Conferred	Total Assoc. Degrees Conferred	Assoc. Percent of Total Degrees	Total Bacc. Degrees Conferred	Bacc. Percent of Total Degrees	Total Master's Degrees Conferred	Master's Percent of Total Degrees	Total First Prof. Degrees Conferred	First Prof. Percent of Total Degrees
Four-Year:									
ALABAMA CHRISTIAN	134	134	100%		0%		0%		0%
B'HAM-SOUTHERN	309		0%	309	100%		0%		0%
HUNTINGDON	116	1	1%	115	99%		0%		0%
JUDSON	74		0%	74	100%		0%		0%
MILES	121		0%	121	100%		0%		0%
MOBILE	196	69	35%	127	65%		0%		0%
OAKWOOD	212	33	16%	179	84%		0%		0%
SAMFORD	922	120	13%	499	54%	113	12%	190	21%
SOUTHEASTERN BIBLE	42	5	12%	37	88%		0%		0%
SPRING HILL	163		0%	163	100%		0%		0%
STILLMAN	106		0%	106	100%		0%		0%
TALLADEGA	103		0%	103	100%		0%		0%
TUSKEGEE	622		0%	467	75%	105	17%	50	8%
TOTAL	3,120	362	12%	2,300	74%	218	7%	240	8%
Two-Year:									
CONCORDIA	63	63	100%						
MARION	52	52	100%						
WALKER	106	106	100%						
TOTAL	221	221	100%						

Note: Slight differences in these percentages from the figures in the Profiles are due to rounding.

SOURCE: NCES Form 2300-2.1A. Degrees and Other Formal Awards Conferred, 1981-82.

TABLE 11

RANKINGS BY FIELD OF STUDY OF MASTER'S DEGREES IN 1981-82

Field of Study	Samford	Tuskegee
Agricultural & Natural Resources		
Rank		3
Number		11
Percent		10%
Architecture & Environmental Design		
Rank		4
Number		6
Percent		6%
Biological Sciences		
Rank	3	7
Number	3	3
Percent	3%	3%
Business & Management		
Rank	1	
Number	74	
Percent	65%	
Education		
Rank	2	1
Number	27	59
Percent	24%	56%
Engineering		
Rank		2
Number		14
Percent		13%
Fine & Applied Arts		
Rank	7	
Number	1	
Percent	1%	

TABLE 11-Continued

Field of Study	Samford	Tuskegee
Health Professions		
Rank		5
Number		4
Percent		4%
Home Economics		
Rank		5
Number		4
Percent		8%
Letters		
Rank	3	
Number	3	
Percent	3%	
Mathematics		
Rank		9
Number		1
Percent		1%
Physical Sciences		
Rank		9
Number		1
Percent		1%
Social Sciences		
Rank	6	8
Number	2	2
Percent	2%	2%
Theology		
Rank	3	
Number	3	
Percent	3%	
TOTAL	113	105

TABLE 11-Continued

Field of Study	Samford	Tuskegee
1st, 2nd, & 3rd Ranks as Percent of Institution's Total Master's Degrees	97%	80%

Note: Due to rounding, percentages for each institution may not total exactly 100%.

SOURCE: NCES Form 2300-2.1A Degrees and Other Formal Awards Conferred, 1981-82.

TABLE 12

RANKINGS BY FIELD OF STUDY OF BACCALAUREATE DEGREES IN 1981-82

Field of Study	BIR SOU	HUNT	JUDSON	MILES	MOBILE	OAKWOOD	SAMFORD	SE BIB	SP HILL	STILLMAN	TALLADEGA	TUSKEGEE
Agriculture & Nat. Res.												
Rank												1
Number												90
Percent												19%
Arch. & Environ. Design												
Rank			8									11
Number			2									12
Percent			3%									3%
Biological Sci.												
Rank	3	5	6	8	6	4	8		2	4	6	7
Number	30	8	5	2	8	14	16		23	9	10	32
Percent	10%	7%	7%	2%	6%	8%	3%		14%	8%	10%	7%
Business & Mgt.												
Rank	1	1	4	1	2	1	2		1	1	1	3
Number	99	26	10	44	25	42	99		35	42	20	65
Percent	32%	23%	14%	36%	20%	23%	20%		21%	40%	19%	14%
Communications												
Rank	12	13		3			16		6			
Number	3	1		14			3		11			
Percent	1%	1%		12%			1%		7%			
Education												
Rank	7	2	2	5	3	3	3	2	10	3	4	5
Number	21	17	14	9	17	17	64	14	6	15	14	40
Percent	7%	15%	19%	7%	13%	9%	13%	38%	4%	14%	14%	9%
Engineering												
Rank												2
Number												71
Percent												15%

Table 12 - Continued

Field of Study	BIR SOU	HUNT	JUDSON	MILES	MOBILE	OAKWOOD	SAMFORD	SE BIB	SP HILL	STILLMAN	TALLADEGA	TUSKEGEE
Fine & Applied Arts												
Rank	3	5	11		8	12	6		8		9	
Number	30	8	1		6	4	20		8		2	
Percent	10%	7%	1%		5%	2%	4%		5%		2%	
Foreign Languages												
Rank	10						15					
Number	7						5					
Percent	2%						1%					
Health Professions												
Rank		9			1	13	1					4
Number		5			28	2	114					54
Percent		2%			23%	2%	23%					12%
Home Economics												
Rank			6			9	10					8
Number			5			7	13					18
Percent			2%			4%	3%					4%
Law												
Rank							10		9			
Number							13		7			
Percent							3%		4%			
Letters												
Rank	5	4	5	9	9	5	13		3	5		13
Number	24	13	7	2	3	13	9		21	6		6
Percent	8%	11%	9%	2%	2%	7%	2%		13%	6%		1%
Mathematics												
Rank	11	12	8	7	9	13	13		11	6	8	9
Number	6	2	2	6	3	2	9		4	2	4	16
Percent	2%	2%	3%	5%	2%	1%	2%		2%	2%	4%	3%
Physical Sciences												
Rank	5	8	8	10		6	17		11	7	4	11
Number	24	6	2	1		12	2		4	1	14	12
Percent	8%	5%	3%	1%		7%	0%		2%	1%	14%	3%

Table 12 - Continued

Field of Study	BIR SOU	HUNT	JUDSON	MILES	MOBILE	OAKWOOD	SAMFORD	SE BIB	SP HILL	STILLMAN	TALLADEGA	TUSKEGEE
Psychology												
Rank	9	7	1		4	7	9		6		7	
Number	12	7	15		15	10	14		11		6	
Percent	4%	6%	20%		12%	6%	3%		7%		6%	
Public Affairs & Services												
Rank		10		2		9	7				2	10
Number		4		22		7	19				18	15
Percent		3%		18%		4%	4%				17%	3%
Social Sciences												
Rank	2	3	3	4	4	11	12		4	2	3	6
Number	38	14	11	13	15	5	12		20	31	15	36
Percent	12%	12%	15%	11%	12%	3%	2%		12%	29%	15%	8%
Theology												
Rank		13		6	7	2	3	1				
Number		1		8	7	34	64	23				
Percent		1%		7%	6%	19%	13%	62%				
Interdisciplinary Studies												
Rank	8	11				7	5		5			
Number	15	3				10	23		13			
Percent	5%	3%				6%	5%		8%			
TOTAL	309	115	74	121	127	179	499	37	163	106	103	467
1st, 2nd & 3rd Ranks as Percent of Institution's Total Bacc. Degrees	64%	50%	54%	66%	55%	52%	68%	100%	48%	83%	51%	48%

Note: Due to rounding, percentages for each institution may not total exactly 100%.

SOURCE: NCES Form 2300-2.1A, Degrees and Other Formal Awards Conferred, 1981-82.

TABLE 13

RANKINGS BY FIELD OF STUDY OF ASSOCIATE DEGREES IN 1981-82

Field of Study	AL CHRISTIAN	HUNTINGDON	MOBILE	OAKWOOD	SAMFORD	SE BIBLE	CONCORDIA	MARION	WALKER
Arts & Science or General Programs									
Rank	1	1			2		1	1	1
Number	123	1			13		63	52	106
Percent	92%	100%			11%		100%	100%	100%
Business & Commerce Tech.									
Rank	3			2					
Number	5			13					
Percent	4%			39%					
Health Services and Paramedical Tech.									
Rank	2		1	1	1				
Number	6		69	19	95				
Percent	4%		100%	58%	79%				
Natural Science Tech.									
Rank				3					
Number				1					
Percent				3%					
Public Service Related Tech.									
Rank					3	1			
Number					12	5			
Percent					10%	100%			
TOTAL	134	1	69	33	120	5	63	52	106

SOURCE: NCES Form 2300-2.1A. Degrees and Other Formal Awards Conferred, 1981-82.

TABLE 14

UNDERGRADUATE CLIENTELE DATA, FALL 1982
Headcount, Full-time/Part-time and Off-Campus

INSTITUTION	Fall 1982 Headcount	Percent of Total State Headcount	Fall 1982 FTE	Percent of Total State FTE	Percent Full-time Students	Percent Part-time Students	Percent Enrolled Off-Campus
Four-Year:							
ALABAMA CHRISTIAN	1,544	10%	1,478	11%	90%	10%	71%
BIRMINGHAM-SOUTHERN	1,531	10%	1,410	10%	88%	12%	1%
HUNTINGDON	721	5%	616	4%	75%	25%	--
JUDSON	375	2%	298	2%	69%	31%	--
MILES	736	5%	644	5%	81%	19%	--
MOBILE	940	6%	834	6%	78%	22%	--
OAKWOOD	1,418	9%	1,333	10%	91%	9%	--
SAMFORD	2,873	19%	2,215	16%	69%	31%	--
SOUTHEASTERN BIBLE	167	1%	146	1%	73%	27%	--
SPRING HILL	1,061	7%	920	7%	80%	20%	--
STILLMAN	523	3%	505	4%	94%	6%	--
TALLADEGA	538	4%	538	4%	100%	0%	7%
TUSKEGEE	2,939	19%	2,887	21%	97%	3%	--
TOTAL	15,366	100%	13,824				
Two-Year:							
CONCORDIA	181	25%	179	16%	98%	2%	--
MARION	318	45%	318	29%	100%	0%	--
WALKER	712	59%	600	55%	67%	33%	< 1%
TOTAL	1,211	100%	1,097	100%			

NOTE: Slight differences in these percentages from the figures in the Profiles are due to rounding.

SOURCE: NCES Form 2300-2.3A, Fall Enrollment and Compliance Report of Institutions of Higher Education, Fall 1982, and Institutional Data.

TABLE 15

UNDERGRADUATE CLIENTELE DATA, FALL 1982
Sex, Age and Race

INSTITUTION	Percent Male	Percent Female	Percent Students Age 18-24	Race % White	 % Black	 % Other
Four-Year:						
AL CHRISTIAN	50%	50%	90%	47%	51%	2%
BIR SOU	46%	54%	80%	84%	14%	2%
HUNT	39%	61%	72%	90%	8%	2%
JUDSON	--	100%	No Data	95%	5%	--
MILES	53%	47%	No Data	--	97%	3%
MOBILE	31%	69%	No Data	84%	15%	1%
OAKWOOD	48%	52%	75%	<1%	84%	>15%
SAMFORD	41%	59%	35%	93%	5%	2%
SE BIB	68%	32%	No Data	96%	2%	2%
SP HILL	46%	54%	No Data	89%	8%	3%
STILLMAN	43%	57%	See Note	1%	97%	2%
TALLADEGA	40%	60%	97%	<1%	99%	<1%
TUSKEGEE	49%	51%	93%	1%	86%	13%
Two-Year:						
CONCORDIA	32%	68%	77%	--	100%	--
MARION	100%	--	100%	92%	6%	2%
WALKER	40%	60%	79%	90%	9%	1%

Note: Average age range by class for Stillman College was 17-30, freshman; 17-29, sophomore, 18-29 junior; and 21-40, senior.

SOURCE: NCES Form 2300-2.3A. Fall Enrollment and Compliance Report of Institutions of Higher Education, Fall 1982 and Institutional Data.

TABLE 16

UNDERGRADUATE CLIENTELE DATA, FALL 1982
Test Scores, GPAs and Financial Aid

	For Entering Freshmen							
INSTITUTION	Average ACT Score	Average SAT Score	Average High School GPA	Percent on Financial Aid	Percent on Federal Aid	Percent on Institutional Academic Scholar-ships	Percent on Outside Scholar-ships	Percent on Other Institutional Aid
Four-Year:								
AL CH	No Data	No Data	No Data	72%	50%	6%	19%	10%
BIR SOU	23.0	1060	3.2/4	94%	63%	17%	1%	43%
HUNT	21.6	--	3.1/4	89%	66%	23%	76%	59%
JUDSON	17.9	--	No Data	68%	53%	13%	22%	59%
MILES	8.6	--	2.4/4	91%	94%	4%	72%	--
MOBILE	17.0	--	No Data	95%	41%	2%	28%	21%
OAKWOOD	No Data	No Data	No Data	77%	77%	47%	34%	--
SAMFORD	21.0	956	3.2/4	93%	61%	5%	9%	25%
SE BIB	19.1	--	2.3/4	62%	38%	7%	--	17%
SP HILL	23.0	952	2.9/4	62%	38%	41%	2%	20%
STILLMAN	12.0	--	2.3/4	87%	No Data	12%	10%	No Data
TALLADEGA	13.6	--	3.1/4	80%	73%	7%	3%	37%
TUSKEGEE	See Note	See Note	2.8/4	85%	No Data	No Data	No Data	No Data
Two-Year:								
CONCORDIA	7.7	228	2.4/4	100%	100%	2%	16%	29%
MARION	21.0	915	No Data	63%	33%	6%	24%	--
WALKER	15.9	--	3.1/4	57%	45%	11%	1%	5%

Note: Tuskegee Institute elected not to release data on average ACT or SAT scores.

SOURCE: Institutional Data

TABLE 17

SOURCE OF ENTERING FRESHMEN, FALL 1981

INSTITUTION	Percent Alabama Residents	Percent from Home & Contiguous Counties To Institution	Percent Foreign Residents
Four-Year:			
ALABAMA CHRISTIAN	64%	32%	--
BIRMINGHAM-SOUTHERN	>81%	50%	<1%
HUNTINGDON	77%	47%	1%
JUDSON	88%	12%	1%
MILES	84%	70%	2%
MOBILE	85%	77%	2%
OAKWOOD	16%	10%	16%
SAMFORD	73%	48%	1%
SOUTHEASTERN BIBLE	43%	No Data	3%
SPRING HILL	36%	31%	2%
STILLMAN	69%	31%	4%
TALLADEGA	56%	No Data	1%
TUSKEGEE	30%	11%	9%
Two-Year:			
CONCORDIA	96%	48%	2%
MARION	No Data	No Data	No Data
WALKER	99%	93%	<1%

SOURCE: Institutional Data.

TABLE 18

GRADUATE CLIENTELE DATA, FALL 1982
Headcount, Full-time/Part-time and Off-Campus

INSTITUTION	Fall 1982 Headcount	Percent of Total State Headcount	Fall 1982 FTE	Percent of Total State FTE	Percent Full-time Students	Percent Part-time Students	Percent Enrolled Off-Campus
BIRMINGHAM-SOUTHERN	23	4%	22	4%	86%	14%	--
SAMFORD	304	49%	120	19%	9%	91%	--
SOUTHEASTERN BIBLE	6	1%	5	1%	100%	--	100%
TUSKEGEE INSTITUTE	285	46%	218	35%	65%	35%	--
TOTAL	618		365				

SOURCE: NCES Form 2300-2.3A. Fall Enrollment and Compliance Report of Institutions of Higher Education, Fall 1982 and Institutional Data.

TABLE 19

GRADUATE CLIENTELE DATA, FALL 1982
Sex, Age and Race

INSTITUTION	Percent Male	Percent Female	Percent Students Age 25-34	Race		
				% White	% Black	% Other
BIR SOU	41%	59%	52%	91%	9%	--
SAMFORD	63%	37%	50%	87%	9%	4%
SE BIB	100%	--	67%	83%	17%	--
TUSKEGEE	68%	32%	83%	2%	68%	30%

SOURCE: NCES Form 2300-2.3A. Fall Enrollment and Compliance Report of Institutions of Higher Education, Fall 1982 and Institutional Data.

TABLE 20

GRADUATE CLIENTELE DATA, FALL 1982
Test Scores, GPAs and Financial Aid

INSTITUTION	For Entering Graduate Students Average GRE Score	 Average GMAT Score	 Average Undergrad. GPA	Percent on Financial Aid	Percent on Federal Aid	Percent on Institutional Academic Scholar-ships	Percent on Outside Scholar-ships	Percent on Other Institutional Aid
BIR SOU	--	489	2.9/4	0%	--	--	--	--
SAMFORD	No Data	No Data	1.9/3	40%	--	4%	35%	--
SE BIB	No Data	No Data	No Data	0%	--	--	--	--
TUSKEGEE	No Data	No Data	No Data	No Data	--	--	--	--

NOTE: Slight differences in these percentages from the figures in the Profiles are due to rounding.

SOURCE: Institutional Data

TABLE 21

GRADUATE STUDENT SOURCE DATA, FALL 1981

INSTITUTION	Percent Alabama Residents	Percent Foreign Residents
BIRMINGHAM-SOUTHERN	No Data	No Data
SAMFORD	78%	4%
SOUTHEASTERN BIBLE	75%	--
TUSKEGEE INSTITUTE	2%	14%

SOURCE: Institutional Data.

APPENDIX B

DEFINITION OF TERMS

ACT: American College Testing Assessment Program. This program is a comprehensive evaluative guidance and placement service for students and educators in the transition from high school to college and is the predominant instrument used for postsecondary admissions in Alabama. The assessment includes four academic tests (English, math, social studies, and natural sciences), self-reported high school grades, a student profile, and an interest inventory. The composite score of the four academic tests is generally referred to as the ACT score. In 1982-83, the composite score for the state of Alabama was 17.0; for the southeast, 17.1; and for the nation, 18.3.

Auxiliary Enterprises: Entities within the institutions that exist to furnish goods or services to students, faculty, or staff, and that charge fees directly related to the costs of the goods or services.

CIP: Classification of Instructional Programs. CIP is a taxonomy developed by the National Center for Education Statistics (NCES) to replace the Higher Education General Information Survey (HEGIS) taxonomy of instructional programs published in 1970. The classification standardizes the description of instructional programs for use by federal, state, and local agencies in the collection, reporting, and interpretation of data related to these programs. The taxonomy describes the content of programs at three levels of detail.

E&G Revenues: Educational and General Revenues. E&G revenues are those revenues which normally will be expended to support the primary functions of the institutions: instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, and scholarships and fellowships. E&G revenues may come from government appropriations, grants and contracts; tuition and fees; private gifts, grants, and contracts; endowment income, and from sales of goods and services incidental to the conduct of academic and other activities.

Federal Aid: All federally funded aid programs. Includes needs-based programs. Examples: assistantships, fellowships, work study, loans, Pell grants.

Financial Aid: All sources of student assistance, including social security benefits, part-time jobs, the state grant program, etc. This percentage will often exceed 75 percent in four-year institutions.

FTE: Full-time equivalent. This term is used in the Profiles in reference to FTE students. There are several acceptable methods for calculating FTE. For purposes of the Profiles, the staff calculated FTE as follows: FTE = total Fall undergraduate credit hours divided by 15, graduate - 1 (master's level) hours divided by 12, and graduate - 2 (doctor's level) hours divided by 9. The divisions 15, 12, and 9 are considered the standard credit course load taken by a full-time student at the undergraduate, master's and doctoral level respectively. Each first professional student is counted as one FTE.

GED: General Educational Development Test. The GED is a battery of five tests. A passing score on the GED provides personal satisfaction as well as professional and academic opportunities for adults who were unable to complete formal high school studies.

GMAT: Graduate Management Admission Test. The GMAT is designed to help graduate schools of business assess the qualifications of applicants for advanced study in business and management. The total score (verbal and quantitative) is reported on a scale ranging from 200 to 800.

GPA: Grade Point Average. Refers to a 4.0 scale unless otherwise indicated.

GRE: Graduate Record Examinations. Many graduate and professional schools require or recommend that their applicants take the GRE Aptitude Test, a GRE Advanced Test, or both. The Aptitude Test contains sections designed to measure verbal, quantitative, and analytical ability. The Advanced Tests are designed to measure knowledge and understanding of subject matter basic to graduate study and specific fields.

Gross Square Feet: The measure of gross building floor area, the sum of the floor areas of a building included within the outside faces of exterior walls for all stories, or enclosed areas that have floor surfaces.

HEGIS: Higher Education General Information Survey. The term HEGIS survey refers to one of the many surveys routinely conducted by the National Center for Education Statistics of the U.S. Department of Education. Survey data is collected in a variety of areas, including enrollment, degrees conferred, college and university libraries, financial statistics, and full-time faculty salaries.

Institutional Academic Scholarships: Scholarships whose recipients are selected by the school.

Land Grant Institutions: Those state universities that were created or whose missions were altered by the passage of the Morrill Acts of 1862 and 1890 for the purpose of providing public higher education as a preparation for work. Specific emphasis was placed on development of programs in agricultural science, engineering and military science. Subsequent federal legislation provided funding for cooperative extension services in order that the latest knowledge and research could be carried to working farmers and home makers. These institutions are traditionally known as "land grant" institutions.

MAT: Miller Analogies Test. High level mental ability test which requires the solution of a series of intellectual problems stated in the form of analogies, mostly verbal. This test may be required for admission to graduate study.

Mission: An institution's purpose, the ends which it serves.

Net Assignable Square Feet: The measure of net assignable area, the sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant. (This includes every type of space functionally usable by an occupant except custodial, circulation, mechanical, and structural areas).

NTE: National Teacher Examinations. The NTE tests are standardized exams that provide objective measures of academic achievement for college students in teacher education programs, for college seniors completing teacher education programs, and for advanced candidates who have received additional training in specific fields. The examinations include the core battery tests and 27 specialty area tests.

Other Institutional Aid: Any form of institutional aid, other than federal aid, outside scholarships, or institutional academic scholarships. This aid would include institutional employment and grants.

Outside Scholarships: Scholarships whose recipients are not selected by the school.

Role: The functions or activities that are the means by which an institution reaches its goals and thereby fulfills its mission.

SAT: Scholastic Aptitude Test. The SAT test is used as an instrument for postsecondary admissions by some Alabama institutions. It is composed of two sections--verbal and math. The scoring scale runs from 200 to 800. The composite score of the verbal and math test is often referred to as the general SAT score. In 1982, the state average verbal score was 463 and the state average math score was 501. The regional average scores for the same year were 412 on the verbal test and 448 on the math test, while the national average scores were 426 on the verbal test and 467 on the math test.

Scope: The extent or range of functions and activities defined by the role. Generally, the scope is the inventory of programs of instruction, research, and service offered by an institution. However, for purposes of the Profiles, scope is limited to the inventory of academic and teacher certification programs, although a broad description of research and service activities is included in the role section. Inventories of research and service will be developed for subsequent Profiles.

SREB: Southern Regional Education Board. SREB was created in 1948 and is the operating agency of the nation's first interstate compact for higher education. Among other services, SREB acts as a fiscal agent and administrator for interstate arrangements to share programs. One example of this service is the student contract program whereby Auburn University, Tuskegee Institute, and the University of Alabama in Birmingham serve as regional training institutions for professional health programs. SREB also serves as a clearinghouse and compiles enrollment and financial data on higher education for the 14 member states.

Teacher Certification Program: An instructional program designed to prepare public school (K-12) personnel for a teaching field in education or education administration and offered by a college or university which has been approved by the State Board of Education (SBE) to offer such a program. Graduates of such programs are eligible to apply to the SBE for professional teaching certificates in the field of preparation. Programs may be offered at the baccalaureate (B), master's (A), and sixth-year (AA) levels.

APPENDIX C

SOURCES OF DATA

Reference in Profile	Data Element	Source
Location	Population	Alabama County Data Book: 1983
	Acreage	Institutional Data
Mission	Mission	Institutional Data
History	History	Institutional Data
Governance	Governance	Institutional Data
Organization & Administration	Organization & Administration	Institutional Data
Academic Resources & Facilities	Faculty	NCES Form 2300-3, Salaries, Tenure and Fringe Benefits of Full-time Instructional Faculty, 1981-82
		Higher Education Staff Information (EEO-6), Fall 1981
		ACHE, Enrollment Data (Health Professions), Fall 1981
		Institutional Data
	Library	Institutional Data
	Facilities	ACHE, Facilities Inventory and Space Utilization Reports, Fall 1982

Note: Private institutions supplied their own data.

Reference in Profile	Data Element	Source
Financial Support	Revenues	NCES Form 2300-4, Financial Statistics of Institutions of Higher Education, FY Ending 1982
Programs	Expenditures	NCES Form 2300-4, Financial Statistics of Institutions of Higher Education, FY Ending 1982
	Degrees Conferred	NCES Form 2300-2.1A. Degrees and Other Formal Awards Conferred, 1981-82
	Teacher Certification Levels	ACHE, Inventory of State Board of Education Approved N-12 Teacher Education Programs, June 1984
	Ed.S. Degrees Offered	ACHE, Academic Program Inventory, June 1984
Clientele	Headcount, Race, Sex, Full-time/ Part-time	NCES Form 2300-2.3A, Fall Enrollment and Compliance Report of Institutions of Higher Education, Fall 1982
	FTE, Off-Campus	ACHE, Credit Hour Production Report, Fall 1982 Note: Private institutions supplied their own off-campus data.
	Student Origin	ACHE, Student Source Survey, Fall 1981 Note: Private institutions supplied their own data.

Reference in Profile	Data Element	Source
Clientele (cont.)	Financial Aid Age Categories Standardized Test Scores Grade Point Averages Admissions Summary of % Unconditional & Conditional Admissions	Institutional Data
Research & Service	Expenditures	NCES Form 2300-4, *Financial Statistics of Institutions of Higher Education*, FY Ending 1982 Institutional Financial Statements

APPENDIX D

LIST OF ACCREDITING/APPROVING ORGANIZATIONS DESIGNATED IN THE ACADEMIC PROGRAM INVENTORY

The Council on Postsecondary Education (COPA), in its *1984-1986 Guide to COPA Recognized Accrediting Agencies*, defined accreditation as "... a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve." (p. iii). In the United States, accreditation is a voluntary process whereby various institutional and professional associations establish criteria, make site visits, evaluate institutions or programs, and publicly indicate which institutions meet their criteria.

COPA is a nongovernmental organization which was established in 1975 to recognize, coordinate, and periodically review its member agencies and evaluate the appropriateness of existing or proposed accrediting agencies. Accrediting agencies may also seek recognition by the Secretary of Education, U.S. Department of Education (USDE). A Division of Accreditation and Institutional Eligibility was established in 1968 to review the operation of such agencies to help assess institutional quality and reduce fraud and cheating in the distribution of federal funds. Recognition by COPA and/or the USDE, however, is strictly voluntary, and some agencies which evaluate and "approve" or "accredit" programs may not seek recognition by either group, or may have sought such recognition and been denied. Some of these associations are viewed as legitimate, positive influences on education. However, since there are no federal or state restrictions on the establishment of accrediting agencies some of these organizations have been subject to criticism for conducting less than rigorous reviews.

The abbreviations for the accrediting/approving agencies which review programs in Alabama private institutions are given below. Those agencies with COPA and/or USDE recognition have been so designated. The inclusion or exclusion of any organization or agency on this list, however, should not be interpreted as a judgment of the merits of recognition by that organization.

Abbreviation	Agency Name	Recognized By	
		COPA	USDE
AALS	Association of American Law Schools	X	
ABA	American Bar Association	X	X
ABET	Accreditation Board for Engineering and Technology	X	X

Abbreviation	Agency Name	Recognized By	
		COPA	USDE
ACS	American Chemical Society		
ACPE	American Council on Pharmaceutical Education	X	X
ADA	American Dietetic Association	X	X
AMA/CAHEA	American Medical Association/Committee on Allied Health Education and Accreditation	X	X
AOTA	American Occupational Therapy Association		
ASID	American Society of Interior Design		
AVMA	American Veterinary Medical Association	X	X
CSWE	Council on Social Work Education	X	X
NAAB	National Architecture Accrediting Board	X	X
NASM	National Association of Schools of Music		
NCATE	National Council for Accreditation of Teacher Education	X	X
NLN	National League for Nursing	X	X